

**THE IMPLEMENTATION OF THE IMPROVEMENT PROGRAMME
IN PUBLIC PRIMARY SCHOOLS OF OROMIA TOWNS SURROUNDING
FINFINE, ETHIOPIA**

by

WAKWEYA GUDETA MOREDA

Submitted following the requirements

for the degree of

DOCTOR OF PHILOSOPHY

in the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROFESSOR, TSHILIDZI NETSHITANGANI

February 2022

ACKNOWLEDGEMENT

First of all, I submit the glory and honor to the Almighty God who helped me in my study through the very difficult conditions which I can't put into words.

I also like to express my sincere appreciation and thanks to my Supervisor Professor Tshilidzi Netshitangani. I really cannot put into words how incredibly grateful to her professional advice, constructive comments, guidance, reliable and unreserved support, encouragement and follow-up of the entire work, which were invaluable for the accomplishment of this thesis. I am grateful for her supervision and commitment to my attempts to make this work successful. Thank you very much professor, without your support this thesis cannot be realised.

My sincere appreciation also goes to professor Patric Mafora my previous supervisor during the proposal stage of this thesis.

My sincere thanks also extend to Oromia National Regional State Education Bureau, Burayyu Town Education Office, Legaxafo-lega Dadhi Town Education Office and Sebeta Town Education Office for providing me with permission to conduct this study in their respective schools. I also thank Oromia Education Bureau Team leader, sample Towns Education Offices participant and sample school principals, PTA Chairpersons and sample teachers for their participation in the interview and/or focus group discussion.

My deepest gratitude and special appreciation also go to my wife Mrs. Malke Gobena Kire and my children Hawi and Robera for their prayer, pain and encouragement during my study.

DECLARATION

Name: WAKWEYA GUDETA MOREDA

Student number: 62104810

Degree: DOCTOR OF PHILOSOPHY IN EDUCATION MANAGEMENT AND LEADERSHIP

THE IMPLEMENTATION OF THE IMPROVEMENT PROGRAMME IN PUBLIC PRIMARY SCHOOLS OF OROMIA TOWNS SURROUNDING FINFINE, ETHIOPIA

I declare that the above thesis is my work and that all the sources that I have used or quoted have been indicated and acknowledged using complete references.

I further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work or part of it for examination at UNISA for another qualification or at any other higher education institution.



SIGNATURE

February 2022

DATE

ABSTRACT

The purpose of this study was to examine and describe the implementation of the School Improvement Programme in Public Primary Schools of Oromia Regional State Towns Surrounding Finfine, Ethiopia.

The research was conducted using the constructivist paradigm view with the qualitative research approach. Among different types of qualitative research, design phenomenology was used to address the problem of the implementation of the improvement programme in public primary schools of Oromia National Regional State Towns Surrounding Finfine, Ethiopia.

The participants of the study were selected purposefully. Accordingly, Regional State Education Bureau, three Towns Education Offices, three CRC and six schools were selected. From these institutions, one team leader from Oromia Education Bureau, three team leaders of the school improvement team from each Town Education Office, three CRC Supervisors from CRC, six principals, six PTA chairpersons and seven teachers from each sample school were selected. The data were collected from these participants using interviews, focus group discussion, observation and review documents. The data collected was categorised into themes and analysed accordingly.

The finding of the study reveals that a limited number of strategies; planning, monitoring and evaluation and training were used to implement school improvement though there are many strategies in the literature and MoE guidelines. The finding of the study concerning the participation of the community in general and school community in particular in planning school improvement is not as it is expected. The school leadership and management team prepared it with no/ or limited participation of these bodies and the awareness made to the school community is not sufficient. The Finding of the study also indicated that no principal of the school uses instructional leadership. Some school principals had no know-how about leadership approaches to lead schools as they are graduating in one particular subject of teaching. Even though, the contribution of CPD is great for good implementation of school improvement it is not implemented as it is to be implemented. The awareness different parties have on CPD is different. The training and experience sharing on the implementation of CPD are very low as it is challenged by different problems among which teachers' resistance, lack of resources, overburden of teachers and lack of incentives. In addition, the implementation of Action Research is also challenged by lack of skill and knowledge, interest and work overload and lack of support from leadership at a different level of the hierarchy of the education system of the regional state. As it can be understood from the findings of the study, Active learning methods were used in classroom instruction. However, most of the time Teachers use the lecture method to save their time and believe that the learners can understand the lesson if the teacher lecture, than the learners work by themselves. The finding of the study also indicated that teachers do not produce supplementary material for reference. The community participation in general and participation of parents, in particular, is not sufficient as it is expected. The school environment is not conducive to implementing school improvement and there is also a lack of facilities to implement school improvement. The finding of the study in regards to school's income revealed that the income generated by the school is not sufficient to supplement the government budget for the good implementation of school improvement. As the finding of the study revealed the stakeholders viewed that the implementation of the school improvement is not effective because of different challenges. These are shortage of human resources, lack of training, non-participation in planning, lack of commitment of leadership and teachers and limited monitoring and evaluation are among the challenges that hinder the effective implementation of school improvement.

Based on the findings of the study recommendations were forwarded. These Recommendations are: using diversifying strategies, using a participatory approach in the planning process, revising the criteria for the selection of school principals, providing capacity building to the role players of school improvement based on their role and responsibility in the implementation of school improvement, strengthening the structure of the CRC, strengthen school pedagogical centre, rethink the implementation of CPD, creating the opp

portunity to teachers to conduct Action Research, strengthening the mechanism of monitoring and evaluation of the implementation of school improvement, strengthening the community participation, creating a conducive learning environment and fulfil educational facilities.

finally, the whole school Approach Model together with TQM was proposed for the implementation of school improvement.

KEY TERMS: School Improvement programme, Implementation, Community involvement, Learning Environment, Teaching and Learning process, Primary school, Public primary school, Oromia Regional State towns surrounding Finfine, Total Quality Management, Quality, Education.

ABBREVIATIONS

ALMs-Active Learning Methods

CRC- Cluster Resource Centre

CPD - Continuous Professional Development

ERGESE- Evaluative Research on the General Education System of Ethiopia

EPRDF- Ethiopian People’s Revolutionary Democratic Front

ETG- Ethiopian Transitional Government

ESR -Education Sector Review

ESDP- Education Sector Development Programme

EGRA- Early Grade Reading Assessment

EFA-Education for All

ETP- Education and Training Policy

FDRE-Federal Democratic Republic of Ethiopia

FGD-Focus Group Discussion

GEQIP- General Education Quality Improvement Package

GST-General Systems Theory

KTEB-Kebele (Local administration) Training and Education Board.

MOE- Ministry of Education

NLA-National Learning Assessments

OEB-Oromia Education Bureau

PTA- Parent Teacher Association

SIP- school improvement programme

SGMoECS-Samoa Government Ministry of Education, Culture and Sport.

SPC-School Pedagogical Center

TGE- Transitional Government of Ethiopia

TQM- Total Quality Management

USAID- United States Agency for International Development

UNICEF-United Nations International Children’s Education Fund

UNISA-University of South Africa

UNESCO – United Nations Educational, Scientific and Cultural Organization

Table of Contents

ACKNOWLEDGEMENT	i
DECLARATION	ii
ABSTRACT	iii
ABBREVIATIONS.....	v
LIST OF TABLES	xii
LIST OF FIGURES.....	xiii
LIST OF APPENDICES	xiv
CHAPTER ONE	1
1 INTRODUCTION AND BACKGROUND TO THE STUDY	1
1.1 INTRODUCTION.....	1
1.2 BACKGROUND TO THE STUDY	5
1.3. THE RESEARCH GAP	9
1.4 STATEMENT OF THE PROBLEM	10
1.5 THE RESEARCH QUESTION	14
1.6 AIM AND OBJECTIVES OF THE STUDY	14
1.7 SIGNIFICANCE OF THE STUDY.....	15
1.7.1 Significances Related to Policy Issues	15
1.7.2 Significances Related to Academic Issues	15
1.7.3 Significances Related to Awareness Issues.....	16
1.8 RESEARCH DESIGN AND METHODOLOGY	16
1.8.1 Research Paradigm	16
1.8.2 The Research Approach	17
1.8.3 Population, Sampling and Sampling Techniques.....	17
1.8.4 Data Collection Techniques and Instruments of Data Collection	17
1.8.5 Data Analysis	17
1.9 ETHICAL CONSIDERATIONS.....	18
1.10 DELIMITATION OF THE STUDY	18
1.11 DEFINITION OF KEY TERMS	18
1.12 CONCLUSION	20

CHAPTER TWO	21
THEORETICAL AND CONCEPTUAL FRAMEWORK OF THE STUDY	21
2.1 INTRODUCTION.....	21
2.2 CONCEPTS OF QUALITY OF EDUCATION.....	21
2.2.1 Concepts of Quality in General	21
2.2.2 Concepts of Quality of Education	22
2.2.2.1 Quality Assurance (Established Standards Definition).....	24
2.2.2.2 Contract Conformance (Specific Standards Definition)	25
2.2.2.3 Customer –Driven (Fitness for Use or Market–Driven Definition)	25
2.2.3 Importance of Quality of Education.....	27
2.2.4 Characteristics of Quality Education System.....	29
2.3 CONCEPTS OF SCHOOL IMPROVEMENT AND SCHOOL.....	32
EFFECTIVENESS	32
2.4 SCHOOL IMPROVEMENT AND CHANGE.....	40
2.5 PRINCIPLES OF SCHOOL IMPROVEMENT.....	43
2.6 OBJECTIVES AND IMPORTANCE OF THE SCHOOL	46
IMPROVEMENT PROGRAMME	46
2.7 THEORETICAL FRAMEWORK OF THE STUDY.....	47
2.7.1 Systems Theory	48
2.7.2 Total Quality Management.....	53
2.8 CONCLUSION	64
CHAPTER THREE.....	65
REVIEW OF RELATED LITERATURE	65
3.1 INTRODUCTION.....	65
3.2 INTRODUCTION OF MODERN EDUCATION TO ETHIOPIA.....	65
3.3 ETHIOPIAN MODERN EDUCATION SYSTEM.....	66
3.3.1 The Ethiopian Education System during the Influence of France (1908-1935).....	67
3.3.2 The Ethiopian Education System during the Influence of Italian Occupation (1935- . 1941).....	67
3.3.3 The Ethiopian Education System During the Influence of British 1941-1952	68
3.3.4 The Ethiopian Modern Education System During the Influence of America (1952- ..	69

1974).....	69
3.3.5 The Ethiopian Education System during the Influence of Socialist Countries (1974- 1991).....	69
3.3.6 The Ethiopian Education System during the Federal Democratic Republic of.....	71
Ethiopia (1991 to Present).....	71
3.3.6.1 Education Sector Development Programme of Ethiopia	72
3.3.6.2 General Education Quality Improvement Programme	74
3.4 SCHOOL IMPROVEMENT PROGRAMME IN THE ETHIOPIAN	74
CONTEXT	74
3.4.1 Leadership and Management.....	75
3.4.2 Teaching and Learning	82
3.4.3 Community Participation	86
3.4.4 Conducive Learning Environment	93
3.5 STRATEGIES OF SCHOOL IMPROVEMENT	99
3.5.1 Action Research as A Strategy of School Improvement.....	102
3.5.2. School Development Planning as a Strategy of School Improvement.....	105
3.5.3 Teachers Professional Development as A Strategy of School Improvement.....	109
3.6 CHALLENGES OF SCHOOL IMPROVEMENT	113
3.7 THE ROLE OF SCHOOL PARTNERS IN IMPLEMENTING	114
SCHOOL IMPROVEMENT PROGRAMME	114
3.7.1 The Role of Ministry of Education.....	115
3.7.2 The Role of Regional Education Bureau.....	115
3.7.3 The Role of Zonal Education Office	116
3.7.4 The Role of Woreda Education Offices	116
3.7.5 The Role of Town Education Office	117
3.7.6. The Role of Schools	117
3.7.7 The Role of School Principal	117
3.7.8 The Role of Supervisors	119
3.8 CONCLUSION	119
CHAPTER 4.....	121
RESEARCH DESIGN AND METHODOLOGY	121

4.1 INTRODUCTION.....	121
4.2 RESEARCH PARADIGM	121
4.3 RESEARCH APPROACH AND DESIGN.....	122
4.3.1 Research Approach.....	122
4.3.2 Research Design.....	123
4.4 POPULATION AND SAMPLING	125
4.4.1 Population of the Study	125
4.4.2 Sampling.....	127
4.5 INSTRUMENTATION AND DATA COLLECTION TECHNIQUES	130
4.5.1 Sources of Data	130
4.5.2 Instruments of Data Collection.....	131
4.6 DATA COLLECTION PROCEDURE.....	136
4.7 DATA ANALYSIS AND INTERPRETATION	137
4.8 TRUSTWORTHINESS OF THE RESEARCH	139
4.9 ETHICAL CONSIDERATIONS	140
4.10 CONCLUSION	145
CHAPTER FIVE.....	147
PRESENTATION, ANALYSIS AND DISCUSSION OF THE DATA	147
5.1 INTRODUCTION.....	147
5.2 DESCRIPTION OF THEMES AND SUB-THEMES	147
5.3. THEME 1 THE ROLE AND RESPONSIBILITY OF STAKE HOLDERS	
.....	149
5.3.1 Data on Leadership and Management	149
5.3.1.1 Data on Strategies of School Improvement.....	149
5.3.2 Discussion on Leadership and Management	169
5.3.3 Data on Teaching and Learning	178
5.3.4 Discussion on Teaching and Learning	186
5.3.5 Data on Community Participation.....	188
5.3.6 Discussion on Community Participation.....	194
5.3.7 Data on Conducive School Environment	196
5.3.8 Discussion on Conducive School Environment.....	203

5.4. THEME 2 VIEWS OF STAKEHOLDERS ON THE EFFECTIVENESS OF IMPLEMENTATION OF SCHOOL IMPROVEMENT	204
5.4.1 Discussion on Views of Stake Holders on The Effectiveness of Implementation of. 207 School Improvement	207
5.5. THEME 3 CHALLENGES OF IMPLEMENTATION OF SCHOOL210 IMPROVEMENT	210
5.5.1 Discussion on Challenges of Implementation of School Improvement	212
The following section described data on solutions recommended by respondents to challenges of school improvement	212
5.6. THEME 4 SOLUTIONS RECOMMENDED BY RESPONDENTS TO CHALLENGES OF SCHOOL IMPROVEMENT.....	212
5.6.1 Discussion on Solutions Recommended by Respondent to Challenges of	214
School Improvement	214
5.7 CONCLUSIONS.....	215
CHAPTER 6.....	217
SUMMARY, CONCLUSION and RECOMMENDATIONS	217
6.1. INTRODUCTION.....	217
6.2. SUMMARY OF THE STUDY	217
6.3. SUMMARY OF THE FINDINGS OF THE STUDY	220
6.3.1 Summary of Findings of Theme 1 Role and responsibility of stake holders	220
6.3.2 Summary of Findings of Theme 2 Views of Stake Holders on the Effectiveness of. Implementation of School Improvement.....	225
6.3.3. Summary of Findings of Theme 3. Challenges of Implementation of School	226
Improvement	226
6.3.4 Summary of Findings of Theme 4. Solutions Recommended by Respondents To....	226
Challenges of School Improvement	226
6.4. CONCLUSIONS IN LINE WITH EACH RESEARCH QUESTION.....	226
6.4.1. How do different role players in the school improvement programme discharge their roles and responsibilities in the implementation of the school improvement programme in public Primary schools of Oromia National Regional State Towns Surrounding Finfine?	226
6.4.2. What is the view of role players about the effectiveness of school improvement programmes in public primary schools of Oromia National Regional State Towns Surrounding Finfine?.....	230

6.4.3. What are the major challenges that encountered the implementation of school improvement programme in public Primary schools of Oromia National Regional State Towns Surrounding Finfine?.....	231
6.4.4. What recommendations can be made to serve as guidelines for enhancing the implementation of the school improvement programme in public Primary schools of Oromia National Regional State Towns Surrounding Finfine?.....	231
6.5 RECOMMENDATIONS	233
6.5.1 Use Diversified Strategies of School Improvement Programme	233
6.5.2 Make Participatory the School Improvement Planning Process	233
6.5.3 Rethink the Criteria to Select the School Principals	234
6.5.4 Provide Capacity Building to Implement School Improvement Programme.....	234
6.5.5 Strengthen the Structure of the CRC	234
6.5.6 Strengthen School Pedagogical Center and Establish it at the CRC level and Town Education Office Level	235
6.5.7 Rethink the Implementation of CPD	235
6.5.8 Create the Opportunity for Teachers to Conduct the Action Research	235
6.5.9 Strengthening the Mechanism of Monitoring and Evaluation of the implementation of School Improvement Programme.....	236
6.5.10 Strengthen the Community Participation	236
6.5.11. Create Conducive Learning Environment and Fulfill Educational Facilities	236
6.6 SUGGESTION FOR FURTHER RESEARCH	237
6.7 LIMITATION OF THE STUDY	237
6.8 MODEL PROPOSED FOR THE IMPLEMENTATION OF	238
SCHOOL IMPROVEMENT	238
6.8.1. Development of The Proposed Model.....	238
6.8.2. How The Proposed Model Address the Challenges of Implementation of School Improvement	245
6.9. CONCLUSION	246
LIST OF REFERENCES	247

LIST OF TABLES

Table 4. 1 Summary of Data Collection Instruments and Respondents 136

Table 5. 1 Description of Themes and Sub-Themes..... 148

LIST OF FIGURES

Figure 2. 1 Open system model.	53
Figure 2. 2 The cycle for improvement	57
Figure 2. 3 The TQM model for school leadership.	59
Figure 2. 4 Total Quality Management in school Improvement programme	63
Figure 3. 1 Domains of Ethiopian School Improvement	75
Figure 3. 2 Maslow’s hierarchy of needs.....	100
Figure 6. 1 Whole school Approach Model.....	239
Figure 6. 2 Application of TQM in Education.....	242
Figure 6. 3 The model proposed for the implementation of School Improvement.....	244

LIST OF APPENDICES

APPENDIX 1:ETHICS APPROVAL.....	262
APPENDIX 2: TURNITIN ORIGINALITY REPORT	265
APPENDIX 3:REQUEST FOR PERMISSION TO CONDUCT RESEARCH FROM OROMIA NATIONAL REGIONAL STATE EDUCATION BUREAU	266
APPENDIX 4: PERMISSION LETTER FROM THE OROMIA NATIONAL REGIONAL STATE EDUCATION BUREAU TO TOWN EDUCATION OFFICES.....	267
APPENDIX 5: REQUEST FOR PERMISSION TO CONDUCT RESEARCH FROM TOWN EDUCATION OFFICES	268
APPENDIX 6: PERMISSION LETTER FROM TOWN EDUCATION OFFICES TO CRCS	269
APPENDIX 7: REQUEST FOR PERMISSION TO CONDUCT RESEARCH FROM CLUSTER RESOURCE CENTERS	272
APPENDIX 8: REQUEST FOR PERMISSION TO CONDUCT RESEARCH FROM PRINCIPALS OF SCHOOLS	273
APPENDIX 9 PERMISSION LETTER FROM TOWN EDUCATION OFFICES TO SCHOOLS	274
APPENDIX 10: PARTICIPANT INFORMATION SHEET	277
APPENDIX 11: INTERVIEW GUIDE FOR OROMIA NATIONAL REGIONAL STATE SCHOOL IMPROVEMENT DIRECTORATE TEAM LEADER	279
APPENDIX 12: INTERVIEW GUIDE FOR OROMIA NATIONAL REGIONAL STATE TOWNS SURROUNDING FINFINE EDUCATION OFFICES SCHOOL IMPROVEMENT PROCESS OWNERS	280
APPENDIX 13: INTERVIEW GUIDE FOR CLUSTER RESOURCE CENTER SUPERVISORS.....	281
APPENDIX 14: INTERVIEW GUIDE FOR SCHOOL PRINCIPALS	282
APPENDIX 15: INTERVIEW GUIDE FOR PTA CHAIRPERSONS.....	283
APPENDIX 16: FOCUS GROUP DISCUSSION GUIDE FOR TEACHERS.....	284
APPENDIX 17: OBSERVATION CHECKLIST	285
APPENDIX 18: DOCUMENTS ANALYSIS	287
APPENDIX 19: CONSENT TO PARTICIPATE IN THE STUDY FOR THE INTERVIEW	288
APPENDIX 20: FOCUS GROUP CONSENT AND CONFIDENTIALTY AGREEMENT...	289
APPENDIX 21: DECLARATION OF A PROFESSIONAL EDITOR	290

CHAPTER ONE

1 INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Different professionals of education define the concept of education in different ways and have different views. As a result of these different views of professionals; the way, people understand the meaning of education is changed from time to time (Samuel 2011:335). The same author further argues that, before the inception of formal education, education is considered as a means through which society used to bring up children. Education is also considered an important instrument that enhances the transmission of accumulated knowledge and culture from generation to generation. The accumulated knowledge and culture that transmit through education in its turn enhance the development of a human resource that contributes to the economic development, social responsibility and production of new knowledge.

Consistently, Srivastava (2014:4) define Education as a process whereby society deliberately transmits its accumulated knowledge, skills and values with subsequent generations to overcome the problems to survive and to develop. Singh (2011:18) also adds that education is a process whereby a person develops abilities, attitudes and other forms of behavior of practical values in the society in which he/she lives. As of this definition, education is the basis for development and empowerment for every nation. It plays a vital role in understanding and participating in day-to-day activities. Education is, therefore, a more crucial factor not only to equip the new generation with essentials of earnings of livelihood but also to create among them awareness to social and environmental realities. It also helps to inculcate scientific knowledge, independence of mind and spirit which are of paramount importance for them to become responsible citizens.

Samuel (2011:335) concur that education is the essential tool that enhances paving the way for the development of justice and social order. It also provides the youngster's humanitarian values such as equity, tolerance and peace. The development of education from time to time is important for sustainable economic development, environmental protection, improvement in maternal and child health and participation in the democratic, social and political processes. Education is, therefore, the most important contributor to national economic growth both in developed and developing countries. To increase the pace at which the economy and social value of the developing countries grow the schools of these countries must teach their respective school-age children the necessary

skills targeted by the primary school curriculum. The curriculum also must include curriculum contents which include literacy, numeracy, communication skill and problem-solving skill depending on the need of the countries. Providing good quality education is, therefore, the most contributor to the overall development of the country.

Etor, Mbon and Ekanem (2013:155) also state that education contributes to the development of nations and its contribution is recognised by nations of the world. Because it liberates the citizens of the nations. That means, education transformed citizens of each nation from ignorance to knowledge to enable them to live a happy life and contribute their parts to the development of the nation. In other words, education has made man use full to himself, his generation and beyond. In general, education is considered a basic human right and is seen as a stepping stone to pave the way for lifelong skills. As Turkkahraman (2012:40) argues in addition to becoming a human right, education is also an essential tool for the development of the nation. It also enables the individual in making a knowledge-based decision and improves democracy. In addition, education serves the following functions. It contributes to increasing the living standard of citizens and also make them better citizens. It also enables citizens to make a knowledge-based decision; improving democracy; increases the developmental capacity of individuals, communities, institutions and countries. In support of this idea, Samuel (2011:335) elaborate that Education is a vehicle for social change and a powerful tool for the social, economic, political and technological development of any country. It is also viewed as a lifelong process that is not limited to formal school instruction. But it involves all life experiences. In general, it is a process by which individuals within a particular community improve their well beings and their community.

Education enhances the development of a person in different aspects such as, physically, intellectually, morally and spiritually. This shows that education encourages the all-around development of the individual through participation in the activities of the community (Samuel 2011:335). Education helps in developing the cognitive, psychomotor, Affective starting from the early stage of the individual life to his whole life. This helps the individual mind to think, hands to act accordingly and hearts to feel. The same author further, states that education helps to develop individuals physically, mentally, emotionally, morally and socially. Education also provides individuals with an opportunity of learning and obtain knowledge and skills as a result of learning. It encourages the development of citizens in providing; skills, knowledge and value of society. Quality education helps the citizen in getting both theoretical and practical knowledge. Education

can be acquired in two forms; formally and informally. The formal one is acquired from a certain institution and/or organization such as schools through a predetermined curriculum. On the contrary, the informal one is obtained by observing and teaching from elders from the day-to-day activities (Tyagi 2012:74). As the same author explains, education is a building block for the existence of society. Because it enables the individuals, groups, community to be the important role player in the social and economic development of the country. Without education of a certain quality, individuals cannot exist in society. Therefore, to get the advantage of the importance of education; education must have a certain level of quality. In turn, to maintain this required level of quality of education, educational institutions have to implement the principles of total quality management (TQM) in their activities.

Education enables individuals to get the following in through their life.

- Learning to know: It refers to the learner acquiring knowledge through education. This knowledge is developed from day to day in combing the indigenous knowledge and those which are received from the external elements of knowledge.
- Learning to do: This refers to how to apply the knowledge learned.
- Learning to live together: This importance of education is also referred to as the creation of an opportunity of creating the skills that make the individual free from discrimination, where all have equal opportunity to develop themselves, their families and their communities.
- Learning to be: The focus of learning to be is creating the skills required for individuals to develop their full potential in participating actively in the day-to-day activities of the society in fulfilling their social responsibility (UNESCO 2004:30).

Generally, from the above literature, it can be concluded that education enhances the all-rounded development of personality of individuals and society which enables them to be active participants in the overall development process. This can happen because education provides the individual and societies knowledge, ability, skills and attitudes. This aim of education can be attained at individual and, society, country-level if the education system and its implementation provide pupil education of the required quality (Lemessa 2016.50).

Etor, Mbon and Ekanem (2013:155) argue, as one of the sub-sectors of education, primary education is believed to be the layer of the foundation in every nation of the education system on

which the quality of other subsequent education levels is based. They also further state that primary education,

Helps the individual to develop physically, mentally, morally, spiritually and emotionally by providing a suitable environment, teaching him new knowledge, attitudes and skills that will enable him to be useful to himself and his society. Education at this level strengthens the learner's feet to climb the educational ladder to the zenith of academic attainment if a good foundation is laid.

Primary education is seen as the first step in laying the foundation for another level of the education system and lifelong skills. Through the skills and knowledge, primary education enables people to participate in the social, economic and political activities of their communities to their full potential. Primary education is a basic human right that frees human beings from the state of ignorance and helps to reduce the negative effects of poverty (Derebsa 2006: 26).

The purpose of education is to empower and impart skill and knowledge to learners. To attain this purpose, the education one gets has to be of a certain quality (Thangeda, Ratiseng and Momp ati 2016).

After revising different literatures, Tican, Başaran and Dinçman (2022:362) conclude that education is “a fundamental public service”. Therefore, education system has to provide quality education for all individuals, regardless of their sociocultural characteristics. A quality education is the fundamental issue that bring the academic success which in turn leads to quality of life.

From all these ideas of authors (professionals), it can be concluded that among all other things education can help the nation for future development and advancement. It enables the nation to lead its economy, create social cohesion and increase the know-how as a result of these the lively hood of citizens of the country can be increased.

To realise these functions of education by making the teaching and learning process efficient and effective schools should work by concentrating on the benefit of the learner. In elaborating this idea, Clarke (2012:1) states that every person concerned with the affairs of schools should always remember that schools should work for the benefit of the learner. Schools are not for teachers, principals, department heads and not for other bodies. That is, every school activity should be programmed and implemented to provide the best quality education to the learner. In addition, all decisions made in the school should be checked whether they serve the interest of the learners.

Schools should be a suitable place to make the learners happy to attend their education. In other words, schools should be places where children feel comfortable to learn, where they feel they are protected from any form of danger that makes them feel unsafe where they feel that there are people who care about their well-being as individuals, and where they feel they can grow physically, intellectually and emotionally. Schools exist for serving the learners, not for other school community members such as teachers, school principals, the educational department, or for the parents of the learners. The physical and organizational structure of the school; the function of the school; and how schools are decorated should fulfil the human and educational needs of the learner (Clarke 2007:64).

To fulfill the above functions of education in general and primary education in particular the schools should be comfortable place for the learner. That is, the teaching and learning process has to be conducted properly and orderly, the leadership and management of the school has to be competent and committed, the school environment has to be conducive and community in general and parent in particular has to be participated in the school affairs. In other word to get the aforementioned benefit from education, the schools have to function properly. Therefore, this study aims to examine and describe the implementation of the school improvement programme in public primary schools in Oromia Regional State Towns Surrounding Finfine.

1.2 BACKGROUND TO THE STUDY

Before the introduction of modern education in Ethiopia, the education system of a country followed a traditional pattern. In other words, citizens of a country learnt about the way of life traditionally from their elders through direct observation, imitation and oral tradition. Few citizens received formal education from religious institutions such as churches and mosques. As a result of this, literacy was restricted to those who had access to church and mosque education (Michael 2009:451-452).

Modern public education was introduced to Ethiopia in 1908 by the establishment of Menelik School. The Ethiopian Orthodox church which had a monopoly on education up to the establishment of Menelik school had opposed the introduction of secular education in the country. Because the church thought that, public school will have been managed at least initially by European teachers and they may undermine the teaching system of the church and bring the European style of teaching and learning process which may hurt the Ethiopian culture. Emperor

Menelik who ruled Ethiopia at that time (from 1889 to 1913) resolved the opposition of the church by giving its requests. The requests of the church that were provided by the emperor were:

- he imposed the school to teach only foreign languages to maintain the independence of the country and he brought the teachers from Egypt who has the same faith as the Ethiopian Orthodox Church.
- Menelik School had taught only foreign languages for 20 years without teaching any other subjects.

As a result of this decision, the opposition of the church against the introduction of secular education is minimised slowly from time to time. As a consequence of this; other schools were established by the government. Even though many schools were established in different parts of the country school-age children of the country were not satisfactorily accommodated in the school. In other words, many children of the school-age of the country were out of school (Tekeste 1996:101).

The education system of African countries was found unsatisfactory at the conference of African countries on the development of education in Africa held in 1961. Ethiopia compared its education system status to that of other African Countries. The result of this comparison showed that the Ethiopian education system relevance, access and quality were lagged behind African countries. To improve its performance, the Ethiopian government decided to study the relevance, access and quality of its education. To conduct this study team of experts formed the study entitled “Education Sector Review” (ESR) (Michael 2009:451-452).

The report of ESR created public dissatisfaction and initiate to request for further improvement rather than satisfying the improvement made upon the comment of the team formed (MoE 1972: 1-2). The study of the ESR was not timely and it did not solve the problem of relevance, access and quality of education. The result of the education sector review was one of the factors that contributed to the change of the then government and the change of the education system of the country. As a result of the change of government the country disconnected from the western education system and introduced the socialist education system (Michael 2009:452).

As a result of government change, the country introduced socialist ideology. After running the socialist ideology education system, the then socialist government of Ethiopia formed a task force to study how well the education system was working in terms of content, relevance and quality.

The study was conducted through the project named Evaluative Research on the General Education System of Ethiopia (ERGESE) in 1983. The findings of ERGESE were that:

- all subjects were not properly presented to learners;
- these subjects were not clear; coherence and relevant;
- students were not clear about the objective of education;
- students did not have a conducive environment to learn; and
- teachers did not like the teaching profession.

These results of the ERGESE were threatening the socialist government. As a result, the socialist government denied people access to the report of the ERGESE. The government continued running the existing system as it is without any change. In 1991, the then socialist government of Ethiopia was defeated and overthrown by the Ethiopian People's Revolutionary Democratic Front (EPRDF). As a result, the socialist education system was stopped and the education system of the country was opened for new change and reform (Michael 2009:452).

During the socialist government of Ethiopia, the country faced many problems such as economic, historical and cultural that limited the provision of relevant and quality education to the citizens (Lamessa 2016:50). According to the Ethiopian prime minister office, 1994:8 in Michael (2009:453) some of the problems that faced the Ethiopian education system were:

- top-down policy approach,
- influence of the expatriates on the education system both in the formulation of policy and its implementation and
- unrealistic objectives of education.

To solve the entire education problem of the country the prime minister's office formed a central task force to study policy issues by focusing on the:

- curriculum and research,
- teacher training and development,
- educational measurement and evaluation,
- language in education and
- educational management and finance.

Based on the findings of the study of central task forces the Ethiopian Transitional Government (ETG) declared the new education and training policy in 1994. The emphases of the policy were:

- on equity and access to education;
- restructuring the education system;
- changing curriculum to make it relevant to the country context;
- making teacher training relevant and improving education management to improve the quality of education (TGE 1994).

To support the implementation of the newly set education and training policy the ministry of education (MoE) developed different strategies and programmes among which the education sector development program (ESDP) was one. The ESDP was launched in 1997 to provide a policy implementation framework to solve the problem of the education system (MoE 1997).

According to, Amare (2009:413) to implement the 1994 education and training policy Ethiopian government launched ESDPs to improve the education system in quality, access, equity and relevance by giving special consideration to primary education. Even though access to education improved as the effective implementation of the ETP of the country the quality of education did not improve as desired.

To provide quality education for the learners, the MOE of the Ethiopian Federal Democratic Republic Government (EFDRG) introduced General Education Quality Improvement Package (GEQIP) which contains six programmes, namely: teacher development, curriculum improvement, educational leadership and management, school improvement, civics and ethical education and information communication technology (MoE 2008).

As one of the six programmes of the GEQIP school improvement program (SIP) was developed specifically to improve learner performance. School improvement helps to ensure that schools achieve their planned outcomes by supporting effective teaching and learning in safe and healthy environments and supporting community participation in all school affairs including school management and decision making (MoE 2008). Moreover, school improvement is an important strategy for educational change. It helps create a conducive environment for learner learning and to strengthen the capacity of schools to implement the change to improve the quality of education (Hopkins 2002:55). Arlesting and Tornsen (2014:856) also explain that school improvement is supporting students to maximise their achievement by creating favorable conditions that encourage the process of teaching and learning. This explanation shows that schools should create favorable condition to students to learn and attain their required achievements through building the capacity

of their teachers in planning, delivering and assessing the lesson. In convergent to this view Ainscow et al. (2012:198) also explain school improvement as educational change that aim to create conducive environment that enable the learner to learn more to achieve the necessary skills and knowledge that required of them. As the concern of this study conducive environment in this context means favorable physical environment like classroom: light, seating arrangement, and ventilation, culture and climate of the school.

In line with this, Michael (2009:459) argue that the school improvement programme is introduced in recent years as the new form of reform of education in the world. The intention of the introduction of school improvement to the reform of education is to improve the quality of education. To enable the school improvement programme, provide the quality of education that they are expected to provide there should be monitored and evaluated. In addition to monitoring and evaluation, there should also be continuous awareness-raising sessions should be given to that internal school community such as teachers and learners and to the external communities to enable them to understand to be committed to its implementation. In other words, the planning and implementation of the school improvement activities must be done rigorously, thoughtfully and in transparent fashion (Andreoli, Klar Huggins, and Buskey 2020:520). School has to be led properly to bring the intended objective of the school improvement. The same authors further state that in leading school improvement school leaders recognise and enable the individual knowledge, values, interest, disposition and social capabilities of practitioners with in their school context. Contemporary literature on school improvement has provided evidence to suggest that school leadership can make a significance in organizational conditions, teacher behaviors and student learning outcomes. It is widely accepted that effective leadership is crucial for the improvement of schools. School leadership can be more effective when it is widely distributed among teachers (Bellibaş, Gümüş, and Kılın 2020:201). Therefore, for the good implementation of school improvement school leaders as to use distributed leadership style. As its focus is on the actions, rather than positions of leadership (Harvey and Jones 2020.:178).

1.3. THE RESEARCH GAP

According to Scheerens (213); wikeley and Murillo (2005) cited in Edamo (2015:2) International researches indicated that researches in school improvement programme devoted to theoretical traditions and the development of models than paying attention to the practical challenges that hinder the proper implementation of school improvement programme. Therefore, this study even

though it uses the theory and develop the model, it was focused on the practical problems of implementation of school improvement.

The other thing is the experience of the researcher. As the former primary school teacher, the researcher observed different problems in leading and managing primary schools, conducting teaching and learning process at primary schools, making conducive school environment for teaching and learning process and participating parents in particular and community in general to the school affair. Currently as the researcher is primary school teacher's educator at Sebeta Especial Needs Education Teachers` College, when supervising the practicum at primary schools he observed that the schools have many problems concerning the implementation of school improvement programme. In addition, the informal discussion with summer students who come from schools to upgrade their education level from certificate to diploma level also indicate that there are challenges in implementing school improvement programme at primary schools. The aforementioned ideas initiate the research to conduct the research on the problem under the study.

1.4 STATEMENT OF THE PROBLEM

Ethiopia is striving to be one of the middle-level income country in the world. In order to realise this vision, an educational practice at all levels in general and primary education in particular is considered as one of the central missions (Solomon,2016). The education systems of the country, however, were associated with problems of quality, relevance, access, and efficiency, poor educational leadership practices and organizational problems. These problems caused dissatisfaction and critics from stakeholders and suggestions and recommendation for change in the education system at national level were forwarded from educators. This condition in turn calls for reform or improvement at school (Melese, and Tadege, 2019), Solomon, 2016). To alleviate these problems, the Ethiopian Ministry of Education designed the priority programme for general education quality in its ESDPs. The overall goal of improving the quality of general education is to retain children in school and provide them with the knowledge, skills, and values. In turn, these enable children to become productive and responsible citizens to compete in a global economy. The ESDP IV was implemented over five years from 2003 to 2007 Ethiopian Calendar (2010:2015) (MoE 2015:54).

In ESDP IV MoE and its structures down to the school made an effort to improve the quality of education in the country. This was done by implementing the education and training policy and its implementing strategies such as the implementation of the school improvement programme. The

efforts made by the ministry of education down to the school were: empowerment of teachers; revision of curriculum; decentralization of education and training management down to the Wereda (District) and school level. MoE also focused on developing the sense of belongingness among the society in general and school community in particular; increasing community participation in the educational activities; increasing the supply of educational materials and assisting the teaching methodology by technological inputs. Despite these efforts made by the ministry of education and other educational structures down to schools, learners were not performed well as required (MoE 2011:1-2).

MOE 2015 asserted that:

The Government of Ethiopia has long recognised the importance of learner learning as a yardstick to measure the health of its education system. Consequently, it has committed to; not only raising the enrolment rate but also improving the quality of education throughout the entire system. This commitment has been reflected in the government's policy documents. For instance, GEQIP was launched to support the provision of quality education that prepares citizens for the competitive global market economy. The GEQIP II has a learning assessment component to check whether or not the quality of education has improved. Similarly, in the ESDP V document, it has been documented that Ethiopia has planned to carry out the national learning assessments at a four-year interval at each exit sub-cycle of the primary (grades 4 and 8) and secondary (grades 10 and 12) education. So far, the country has conducted four national learning assessments at grades 4 and 8 since 1999/2000 in collaboration with (USAID); it had been also conducted at grades 10 and 12 in 2010 and 2014.

In the second, third, and fourth national learning assessments (NLA) of grades 4 and 8, the achievements of learners were far below the minimum standard of 50% (the standard of having at least 50% of the test items correctly answered). Besides low achievement in learners' learning, there exists a difference in the achievement between subgroups: boys versus girls, urban versus rural, across regions and school status (Zerhun 2016).

According to, Tirusew et al. (2018:14-15) as a result of government commitment to apply at primary sub-sector the learner-centred methods such as problem-solving approach, cooperative learning, continuous assessment and introducing continuous professional development (CPD) for primary school teachers are the encouraging factors to improve the quality of the primary education. As it is further elaborated to implement these, the government provide guidelines based on the education policy of the country and create awareness on how to implement the guidelines. However, there are still many gaps and challenges that exist. As the same authors further explain among these challenges and gaps low-quality outcome is one. That is, as learners complete primary

education focuses were given to factual knowledge, as a result, many children were not able to master the basic skill of learning after the first cycle of primary school which is from grade 1-4. This means primary education completers lack competence which in turn requires integration knowledge, skills and necessary values. Another factor that affects negatively the quality of primary education is educational facilities such as lack of clean and separate sanitation facilities for girls and boys inadequate teaching materials, laboratories and lab chemicals and library poor physical conditions and unsafe school environment which include gender-based violence and poor provision and utilization of ICT facilities. The other factor is the limited participation of the community in primary education affairs.

Education is moving from being a privilege for the few to becoming the right for all. However, the quantitative expansion has brought about serious challenges to its quality. Quality does not mean only what goes into schools and input materials, but also what goes into the mental, behavioural change or physical change of children. It is important to develop the knowledge, skills, attitudes and habits of learners in addition to emphasizing input factors (Kasahun et al. 2016).

As indicated by the Early Grade Reading Assessment (EGRA) conducted in 2010 on primary schools of grades two and three, the result of the study revealed that learners of these grades were not acquired the necessary basic skills of their level. This hinders learning effectively in the next grades. For instance, 34% of grade two learners were unable to read the grade-level story and 48% of them were unable to answer a comprehension question which is extracted from a reading of their level. Moreover, only 5% of this assessed grade two learners could read 60 words per minute (the then expected standard). As a result of this learners were unable to learn effectively in subsequent grades and education levels (USAID 2012a:2). In addition, the result of the NLA of grade four in 2012 revealed that only 25% achieved a score of 50% or above in core subjects significantly lower than the ESDP IV target of 75%. Likewise, only 2.3% of students scored 75% and above in core subjects compared to the ESDP IV target of 25%. In the same way, concerning grade eight, the result of NLA conducted in 2012 shows that in ESDP IV only 0.1% of learners achieved a mark of 75% or above and only 7.5% achieved a pass mark of 50%. All these results indicated that there was a gap between what was planned and targeted and what was achieved (MoE 2015:10-11).

As the 5th NLA conducted in 2015 reveals:

The achievement of learners as measured by the composite scores at the national level were less than the minimum expected score (50%) by the Ethiopian education and training policy. The national average percent score in four subjects (Reading English, Mathematics and Environmental Science) for grade four was 44.74% and for grade 8 in five subjects (English, Mathematics, Physics, Chemistry, and Biology) was 41.14%.

The summary of descriptive statistics for the achievement tests indicates that except for mathematics in grade 4 of the tested subjects, the scores of learners is far less than 50%. The percentage of learners who scored 50% and above in total average score was low in both grade levels. Only 36.6% and 25.2% of the learners were able to score 50% and above in grades 4 and 8 respectively in average scores (Zerhun et al. 2016).

The aforementioned problems were discussed in the context of the Ethiopian Primary schools in general and Oromia National Regional state primary schools in particular. Therefore, primary schools in Finfine surrounding Oromia Regional State towns are part of primary schools of the country in general and Oromia Regional State Primary Schools in particular. Accordingly, the problems stated in the context of the Ethiopian Primary schools in general and Oromia National Regional state primary schools in particular included primary schools in Finfine surrounding Oromia Regional State Towns.

Therefore, as primary schools in Finfine surrounding Oromia Regional State towns are part of primary schools of the country in general and Oromia Regional State Primary Schools in particular, the aforementioned low achievement of learners and factors that prohibit school improvement programme implementation can also affect them. The aforementioned low achievement of learners in primary schools and factors that prohibit implementation of school improvement programme motivates the researcher to examine the status of school improvement programme implementation in Oromia Regional State Towns Surrounding Finfine. Therefore, this study aims to examine and describe the implementation of the school improvement programme in public primary schools in Oromia Regional State Towns Surrounding Finfine.

To examine and describe the implementation of the school improvement programme in public primary schools in Oromia Regional State Towns Surrounding Finfine this study was used System Theory together with TQM. This is because, system theory described how the educational inputs, resources, practices and communications interact with each other. It also describes how the school community interact with each other; how schools interact with town education office and Oromia Education Bureau to bring the intended objectives of school improvement programme. (See

section 7.2.1). TQM is used because it enables to study interaction of the building blocks of TQM to achieve the intended objectives of school improvement programme. (See section 2.7.2). The following section deals with the research question.

1.5 THE RESEARCH QUESTION

This study was guided by the following general question. That is:

How is the improvement programme in public Primary schools of Oromia Regional State towns surrounding Finfine implemented?

This general question was subdivided into the following specific questions. These were:

1. How do different role players in the school improvement programme discharge their roles and responsibilities in the implementation of the school improvement programme in public Primary schools of Oromia Regional State Towns Surrounding Finfine?
2. What is the view of role players about the effectiveness of school improvement programmes in Public Primary Schools of Oromia Regional State Towns Surrounding Finfine?
3. What are the major challenges that encountered the implementation of school improvement programme in Public Primary Schools of Oromia Regional State Towns Surrounding Finfine?
4. What recommendations can be made to enhance the implementation of the school improvement programme in public Primary schools of Oromia Regional State Towns Surrounding Finfine?

1.6 AIM AND OBJECTIVES OF THE STUDY

The study aimed to examine and describe the implementation of the school improvement programme in Public Primary Schools of Oromia Regional State Towns Surrounding Finfine.

The objectives of the study are to:

1. Describe the roles and responsibilities of different role players in the implementation of the school improvement programme in Public Primary Schools in Oromia Regional State Towns Surrounding Finfine.
2. Ascertain challenges encountered in the implementation of the school improvement programme in Public Primary Schools in Oromia Regional State Towns Surrounding Finfine.
3. Determine the view of different role players regarding the effectiveness of the school improvement programme in Public Primary Schools in Oromia Regional State Towns Surrounding Finfine.
4. Make recommendations that can enhance the effectiveness of the implementation of the school

improvement programme in Public Primary Schools in Oromia Regional State Towns Surrounding Finfine.

1.7 SIGNIFICANCE OF THE STUDY

As it is mentioned above the aim of this study is to examine and describe the implementation of the school improvement programme in Public Primary Schools of Oromia Regional State Towns Surrounding Finfine.

Thus, it has the following significances. The significance of this study can be grouped into three categories. These are the significances related to policy issues, academic issues and awareness issues.

1.7.1 Significances Related to Policy Issues

The study has reviewed the implementation of School improvement in public primary schools of Oromia towns surrounding Finfine.

Thus, the findings of this study enable the policymakers to identify the problems of policy gap on the implementation of the school improvement such as the challenges that, encounter to implement the strategies and guidelines devised to improve schools and device mechanisms to solve these challenges. As a result, it enables the policymakers to revise the existing strategies and guidelines prepared to implement the school improvement programme. In other words, it identifies the problem in the existing strategies and guidelines to implement school improvement and recommend new strategies to implement school improvement programme to policymakers.

1.7.2 Significances Related to Academic Issues

The literature reviewed in this study and other ideas discussed in the study may add additional literature and can be used as a resource material for other researchers who want to conduct further research in the field of school improvement in particular and education in general. That is, it contributes to adding the information which enables us to understand different concepts discussed in the study related to school improvement. In addition, this study can increase conceptual knowledge and research knowledge and can contribute to the academic world. In general, the findings of this study may use as a stepping stone for other researchers who are interested to investigate further the implementation of school improvement.

1.7.3 Significances Related to Awareness Issues

The result of the study will give the practitioners at school and CRC and Town Education Offices the necessary information on how is school improvement programme is implemented in their respective school, cluster resource center and town education office and close the gap to provide quality education. In other words, it enables them to re-plan the implementation of school improvement programmes to provide the quality of education. It may also enable them to understand the views and level of involvement of different stakeholders and enable them to participate in them to make their effort.

It may also enable school principals, CRC Supervisors, town education officials, process owners and experts to identify the weaknesses, strengths, opportunities and challenges in implementing school improvement in their respective School, CRC and Town Education Office. It also enables them to generate different alternatives to implement them at the required level. It also Maximises the knowledge of implementers of the school improvement programmes. Consequently, the awareness of the stakeholders will be raised and appropriate remedial action will be taken to solve the problem.

1.8 RESEARCH DESIGN AND METHODOLOGY

This section deals with the research paradigm, The Research approach, population, Sampling and sampling techniques, Data collection Instruments and Data analysis.

1.8.1 Research Paradigm

According to, Creswell (2007:19) paradigm is “a basic set of beliefs that guide actions”. Mertens and Mclaughlin (2004:3) further explain that; it is one`s view of the world in which he/she live. In other words, a research paradigm consists of different philosophical assumptions that show the direction of viewing and thinking about the world and taking action according to one`s view. Though there are many research paradigms in the literature this research is guided by the constructivist paradigm; to examine the implementation of the school improvement programme in public primary schools of Oromia National Regional State Towns Surrounding Finfine. Because Baxter and Jack (2008:545) after reviewing the work of others states the constructivist view creates a sense of partnership among the researcher and participants. As a result of this partnership; the constructivist view enables the research participants to express their feeling on the problem under

the study. In this way, the research participants are going to pronounce their views of reality which in turn allows the researcher to know the participants feeling on the problem under the study. The next section deals with the research approach.

1.8.2 The Research Approach

The approach of this research is the qualitative approach. Because according to, Gay, Mills and Airasian (2011:12) it enables the researcher to investigate in-depth the problem under the study. Moreover, it also helps the researcher to understand in depth the problem under the study why it occurs and express how the participants in the context perceive the problem under the study. The detail of the research approach will be presented in chapter Four section 4.3. The following section deals with population, sampling and sampling techniques.

1. 8.3 Population, Sampling and Sampling Techniques

The process of sampling in qualitative research involves selecting sampling a small number of research participants from the total population of the study. However, these research participant to be selected has to be those who are reflective, thoughtful, and communicative to enable the researcher to understand deeply the problem under the study (Gay Mills and Airasian 2011:142).

The population of this study; the sampling technique used and the reason why it was used; which participants were selected; how many of them were selected and why they were selected as described in detail in the 4th chapter section 4.4. of this study.

1.8.4 Data Collection Techniques and Instruments of Data Collection

The data collection instruments which were used to gather data for this study were: interview, Focus group discussion, document review and non-participant observation. Each of these data collection instruments and the procedure of data collection and the reason why these data collection instruments were selected is explained in chapter four sections 4.5 and 4.6 of this study.

1.8.5 Data Analysis

The qualitative data were collected by interview, focus group discussion, document review and non-participant observation were analysed using qualitative data analysing techniques. These techniques were described in detail in chapter 4 section 4.7.

1.9 ETHICAL CONSIDERATIONS

In conducting research, the researcher has to take into consideration the Ethical condition he has to follow in the research process. The following paragraphs deal with the Ethical consideration to be followed to examine the implementation of school improvement in public Primary schools of Oromia National Regional State Towns Surrounding Finfine.

Research Ethics refers to how the researcher treats the participants of the study. In addition, it is also concerned about the data the researcher collected from the participants after he gather them. It also deals with how to maintain confidentiality and anonymity. The detail of the ethical procedure to be followed to examine the implementation of school improvement in public Primary schools of Oromia National Regional State Towns Surrounding Finfine was described in detail in chapter Four section.4.9.

1.10 DELIMITATION OF THE STUDY

Geographically the research was limited to Oromia Regional State Towns Surrounding Finfine. These towns are Sebeta, Burayu, and Legatafo- Lagadadi.

Conceptually, the study was limited to examining the implementation of the school improvement programme in public primary schools of Oromia Towns Surrounding Finfine. However, the study was not included public schools other than public primary schools and primary schools owned by a religious institution, private sectors and Non-Governmental Organizations (NGOs). Also, not all public primary schools were not included in the study but a sample was selected.

1.11 DEFINITION OF KEY TERMS

The key terms used in this study were defined in the following paragraphs. These terms are:

School Improvement Programme: Effort to make schools a better place for learners learning and strategy for educational change. It enhances learners' achievement and strengthens the capacity of schools to manage change. It consists of four domains. These domains are: teaching and learning process, management and leadership; community participation and suitable learning environment (Solomon 2016:72)

Implementation: Defined as executing school improvement programme as standards set and strategies developed by educational structures of different levels from the ministry of education down to school. It includes creating new structures, changing rules and regulations, setting

objectives. It also includes providing training for those who are responsible for the accomplishment of the programme (Westhuizen 2007:197). In general, in the context of this study implementation is the extent to which school improvement programme is executed as per the standard set by the ministry of education down to school.

Community Involvement: Any activities that are provided and encouraged by the schools that empower the community and /or parents working on behalf of learners learning and development (Olsen and Fuller 2012:132).

Learning Environment: The diverse physical locations, contexts, and culture in which learners learn (Hidden curriculum 2014)

Teaching and Learning process: Deliberate intervention that includes the activities such as planning and implementation of instructional activities and teaching experience of teachers to meet intended learners' outcomes in terms of knowledge, skills and learning attitudes.

Primary School: Primary school is a school that provides basic and general primary education of eight years duration to prepare learners for further general education and training (TGE 1994:14).

Public Primary School: Public primary school is a school that provides basic and general Primary education of eight years duration, to prepare students for further general education and training and owned by the government.

Oromia Regional State Towns Surrounding Finfine: Oromia Regional State is administratively divided into Zones, big towns, middle towns, small towns and Districts/Weredas. Big or main towns are reported to Oromia Regional State middle towns are reported to Zone administration that they located in. Small towns are reported to Districts that they are located in. These three towns, Sebeta, Burayu, and Legatafo- Lagadadhi, are among the main towns that report to Oromia Regional State. Geographically they found surrounding Finfine (Addis Ababa). These towns are commonly named Oromia Regional State Towns Surrounding Finfine.

Total Quality Management: Total quality management is the systematic management of the customer-supplier relations in an organization so that sustainable, steep-slope improvement in quality performance is secured (Westhuizen 2007:269).

Quality: The standard of something when it is compared to other things like it, how good or bad something is (Thangeda, Ratiseng and Mompati 2016).

Education: Education is a process of teaching, training and learning, especially in schools or colleges and developing skills. Also, it can be defined as it is an interesting experience that teaches you something (Thangeda, Ratiseng and Mompati 2016).

1.12 CONCLUSION

The chapter was conceptualised education in general and primary education in particular. It also explained the importance of education in general and primary education in particular. It concurred with the background of the study and stated the problem of the study. It forwarded the basic questions, aim and objectives in which the study was guided.

It was also explained the significance of the study. Accordingly, it mentioned the policy, academic and awareness issues that the study will contribute. The chapter also delimited the scope of the study both geographically and conceptually. It also defined the key terms used in the study in the context of the study. Finally, it concluded by providing the conclusion of the chapter.

The following chapter described the theoretical and conceptual framework of the study.

CHAPTER TWO

THEORETICAL AND CONCEPTUAL FRAMEWORK OF THE STUDY

2.1 INTRODUCTION

School improvement is agreed to be a strategy to ensure the quality of education. When conducting the research researcher used the conceptual and theoretical framework. They provide the researcher the direction they have to follow to conduct the research. For this particular study the researcher used system theory together with TQM model. Accordingly, this chapter explained the concept of quality of education, its importance and what characterises the quality education system. It also described the concept of school improvement, school improvement and change, principles of school improvement, objectives and importance of school improvement. Finally, the chapter deals with the theoretical frameworks used for this particular study. It uses system theory and the total quality management, model. The following section discussed the concept of quality of Education.

2.2 CONCEPTS OF QUALITY OF EDUCATION

2.2.1 Concepts of Quality in General

Quality is a controversial concept as it is viewed in different ways by different individuals, and organizations depending on their interests (Tuli 2012:129; Jana, Khan, and Chatterjee 2014:59; Sallis 2002:1; Lue 2005:4). As a result, one person's idea in defining quality may not agree with another (Sallis 2002:1). Ndoziya (2014:61) argue that defining quality is problematic as it is changed from time to time. In other words, what is quality in today's context may not be quality in tomorrow's context and what is quality for somebody may not be qualified for another.

Quality is the judgment of customers who utilises the products or services of organizations whether the product and /or service satisfy their needs and expectations (Mbanje and Lunga 2015 :86). In line with this idea, Murgatroyd and Morgan (1993:51-52; Westhuizen (2007:290) argue that organizations have to consider the interest of their respective customers is increasing from time to time and becoming complex and demanding quality products and services.

However, the literature indicates that identifying the level of the quality is very difficult as quality is defined in different ways. Accordingly, Jana, Khan and Chatterjee (2014:59) explained that quality has many different definitions depending on the interest and view of the users. In other words, defining the quality of certain products and services is in the mind of the beholder.

In consistence to the above idea, Sallis (1996:13) cited in Anekeya (2015: 46) described:

Quality is known when it is experienced, but describing the quality of something is difficult. In our day-to-day activities, we take quality for granted if it is offered continuously and we are aware of its absence when we miss it.

Tyagi (2012:75) adds that quality is a term used to measure excellence. Quality can also be defined as a characteristic that satisfies the requirements. Thangeda, Bakisanani and Mompati (2016) also argue that the quality of something is relative and can be referred to as how good or bad something is; when it is compared to other similar things. After reviewing the work of different authors, Mbanje and Lunga (2015:86) define quality as the totality of features and characteristics of a product that describes the ability of the product to satisfy customers' needs. It is a predictable degree of uniformity and dependability at low cost and suited to the market. Quality is fitness for use and fulfilling customer requirements.

Being on the above literature, one can conclude that quality is depending on the need of the customer. That is quality is in the eyes of the customers. In general, it can be concluded that quality means fitting and satisfying the need of the customer (Doherty 2012). In other words, it can be changed from time to time and it differs from individual to individual based on their interest and the context.

There is always a difference between a manufacturing and service organization. So, the definition of quality is also different in both types of organizations (Tyagi 2012:75). As one of the services sectors education also must satisfy the need of its customers as other service and manufacturing sectors. Therefore, it has to have a certain standard of quality to do so. The following sub-section deals with the concepts of quality of education.

2.2.2 Concepts of Quality of Education

School improvement is a strategy for improving the capacity of schools to enable them to provide quality education to the learner and strengthen schools' capacity for change (Lemessa 2016:50). Therefore, it is rationale to discuss the quality of education before discussing school improvement.

The world in which we human beings live is not static. It is dynamic and changed from generation to generation as time changes. As Thangeda, Bakisanani and Mompati (2016) state the change of time brings cultural change and new living styles of individuals in particular and the society in general. The change of time also brings a technological change. As a result of a change in time, new inventions and technologies will be introduced. In turn, changes in time and the

introduction of technologies and inventions bring sophistication to the life of individuals in particular and society in general. To get the benefit out of these inventions and technologies and overcome challenges of sophistication; there must be an education system that fits the inventions and technologies of the times that we live in. As the same author's further state, the change in the teaching-learning process offered in the education system and the introduction of technology in educational institutions are a clear indication that education as to be of a certain quality to meet certain standards in the market to fit into new technologies and inventions and the sophistication brought to the world due to these new inventions and technologies.

According to some literature; defining the quality of education is problematic. Especially when its focus is on conceptualising particular aspects of education such as infrastructure, school buildings, administration, leadership, management, teacher training, educational materials, teaching, or achievement. Because, it is difficult to see these aspects of the educational system separately; as they are interrelated and contribute together to the quality of education. As a result of their interrelation, a serious defect in one element is likely to have implications to affect the quality of others (Anekeya 2015).

Thangeda, Bakisanani and Mompati (2016) argue that there is no single definition for quality in education and there is no universal consensus on what is the appropriate strategy to assure and manage the quality of education. Telli (2013:1) also argue that:

Quality of education is a complex concept and its definition is wide and includes various aspects of education components.

Nowadays, the quality of education has become the concern of all countries in the world. The societies concern about the quality of education around the world is enormously increased from time to time calls for policymakers to undertake education reform to improve schools focusing on setting new standards and redesigning the new structures of schools, designing new curricula and new instructional strategies to implement the newly designed curricula (Okobia 2012:148).

The quality aspect of education can be defined from two perspectives. The First one is the actual teaching-learning process while the second is the outcome of the teaching-learning process. The actual teaching and learning process in this context refers to how the actual interaction between teacher and learners, and among learners themselves in the classroom. The focus of the actual teaching and learning process is on teachers' preparation and professional development, teacher

pedagogical practices and class size. The second perspective gives due attention to the outcome of the teaching-learning process (Telli 2013:2). The term “quality education” varies from country to country depending on cultural and economic priorities (Telli 2013:3).

The above literature indicates that defining the quality of education is difficult if not impossible. It can be defined in different ways.

Accordingly, Quong & Walker, (1996:221-222) in Westhuizen 2007:288; Murgatroyd and Margan (1994:45-50) argued that there are three basic definitions of quality. According to the authors, these definitions are agreed upon both in the business and the education sectors. These are quality assurance (established standards definition), contract conformance (specific standards definition), and customer-driven (fitness for use or market-driven definition).

2.2.2.1 Quality Assurance (Established Standards Definition)

The definition of quality in terms of “quality assurance” refers to the setting of standards, appropriate methods and quality requirements by experts and followed by monitoring and evaluation to check whether the standards were met or not (Murgatroyd and Margan 1994:45; Westhuizen 2007:288).

In education, quality assurance (QA) can be checked in monitoring and evaluating by external experts, setting standards that schools should meet, evaluating schools by objective criteria, considering local variation and requiring inspections, formal evaluation or examination (Murgatroyd and Margan 1994:45; Westhuizen 2007:288).

In education, quality assurance (established standards definition), can be applied to both teachers` and learners` evaluations. Concerning the evaluation of teachers, a panel of experts on education in general and the teaching-learning process, in particular, may develop instruments to evaluate the teachers to check whether they fulfil the previously set standards that characterised the effective teachers (Westhuizen 2007:289). Concerning the learners quality assurance (established standards definition), can be done by setting the same examinations at a national or regional level. These examinations can be administered to all learners of the same level from different schools with the same opportunity. The assumption behind this is that, the learners who are sitting for such type of examination will have an equal opportunity of succeeding in the examination and that the results will reflect standards set by the national and/ or local body. This means the learners who are taking

such examination are expected to fulfil the previously set standard or fulfil the expectation of the national and/ or regional bodies who set the examination (Westhuizen 2007:289).

2.2.2.2 Contract Conformance (Specific Standards Definition)

Contract conformance refers to setting quality standards by negotiation during the formation of a contract (Murgatroyd and Margan 1994:45.46; Westhuizen 2007:289). Westhuizen (2007:289) further explain that contract conformance in schools refers to teachers setting homework and assignment for learners, outlining exactly what is expected of them. At the beginning of each school year, teachers are assigned specific duties and tasks. The assignment of duties represents a contract for work between the teacher and the school. Quality is assessed in terms of whether and how well the duties were performed.

2.2.2.3 Customer –Driven (Fitness for Use or Market–Driven Definition)

Murgatroyd and Margan (1994:46) define quality in terms of the customer. That is in meeting the expectation of customers. the customer-driven aspect of quality is characterised by, Customers expectations and customers and providers work together. Customers think in different ways. As a result of this, the interest of customers has to be taken into consideration.

Ndoziya (2014:61) define quality as a process of management that focuses on conformance to requirement; responsiveness; focus on delivery; customer satisfaction and continuous improvement. In addition, Marshane (2011:38-39); UNICEF (2002:5) define the concept of quality education from various perspectives:

Learners’ characteristics: This refers to personalities and backgrounds affected by socio-economic factors such as wealth, poverty, health status, ethnicity. In addition, learners’ aptitudes, the barrier to learning, school readiness and educational background/prior learning experiences hinder the equal opportunity to schooling (Marshane 2011:38-39).

Inputs: These are resources that are use full for teaching and learning which includes physical facilities, human resources and financial resources; the adequate number of schools to accommodate learners, adequate number of educational materials such as textbooks, pencils and qualified human resources that can facilitate the teaching and learning process, such as trained teachers and the number of learners who complete certain segment of the school (Marshane 2011:38-39; UNICEF 2002:5; As it is argued by USAID (2012a:3-4) inputs from outside the

school such as; strong parent and community support, support from the education system, adequate material support frequent and appropriate professional, sufficient textbooks and adequate facilities, school climate which includes high expectations of learners, teachers' attitudes, order and discipline, organised curriculum, rewards and incentives. Moreover, enabling conditions such as capable teaching force, flexibility and autonomy high time in school also contribute to the quality of education.

Processes: This refers to teaching and learning which takes place in the school and the classroom. The activities which are included in this process are learning programmes, lesson presentation, assessment, instructional methods and strategies, learning styles organization of learning activities and another pedagogical process. The process that supports quality education also includes well-trained teachers who continually engage in professional learning and development; well-managed child-friendly and gender-sensitive classrooms and schools; skills-based, children centers, participatory methods; skillful assessment to facilitate learning and appropriate technologies.

Context: refers to the internal and external environment in which the school is situated. These include national policies, strategies, value systems, goals and standards (Marshane 2011:38-39).

Quality learning environment: This refers to suitable environments that are healthy, safe protective, gender-sensitive and provide resources and facilities. It must be gender-sensitive, healthy and safe for children, protective of them and successful in helping them in learning. Families and communities as a part of the environment should play a central role to make an environment; the contributor to the learning of learners.

Quality content: includes relevant curriculum and learning materials developed in the context of national goals for education. A relevant curriculum in this context is a curriculum that can show the learners what goes in the community in particular and the country in general. In addition, to be relevant, it must also be gender-sensitive. The curricula and input materials that can be used to implement it should bring behavioral change on learners i.e., they must ensure that learners can read, use numbers, and be able to use life skills in real-life including knowledge about rights, gender health, HIV/AIDS prevention and peace. Quality content should also consider the level of the prior knowledge of the learner and should be provided in languages that both learners and teachers understand (UNICEF 2002:5).

Outcomes: this refers to academic achievement which includes performance measured in terms of examination results and social and economic gains from the education system (Marshane 2011:38-39; UNICEF 2002:5)

What learners bring: According to UNICEF when come to school; learners bring different things with them: their language, culture and a range of early experiences they acquire from the community in general and their parents in particular. What children bring to school; refers to children and young people who are physically and psychologically healthy, well-nourished ready to participate and learn and supported to learn by families and communities who are more likely to benefit from a quality of education. Moreover, Positive early childhood experiences are important to children`s success in schools, and families and communities play a key role in providing /ensuring these. However, On the contrary, what learners bring to the school is not always facilitate the learning of the learners. In other words, the experiences any child bring may be negative or hinder the learning of the children. For example, what children bring to the school may include social trauma, personal abuse or HIV/AIDS. Whatever experiences negative or positive the learners bring to the school teachers have to receive and work with learners (UNICEF 2002:7).

To improve the quality of education it is necessary to improve the quality of its components. Standards and curricula, academic literature, teaching staff (their professional skills), monitoring of education; moral and patriotic education; scientific research in education; the system of management; material and technical base (Kousainov 2016).

2.2.3 Importance of Quality of Education

Quality education is necessary to contribute to the development of the economy (Thangeda, Baratiseng and Mompati 2016). Good quality of education in general and primary education, in particular, is increasingly used as important bedrock of economic growth. It can also be seen as a n instrument to attain other development objectives (Derebssa 2006:26-27). In line with this idea, Thangeda, Baratiseng and Mompati (2016) add that “education is the most power full weapon we can use to change the world”. They also further elaborate that; it is also used for self-enlightenment as it equips citizens with the capacity to interpret things correctly and apply the gathered information in the daily activities regularly. In addition, education can provide benefits to individuals in particular and society in general when its quality is high. For example, scoring higher in test achievement in school is directly related to higher earnings in the labour market. In other words,

those who achieve higher in the school system will earn higher in the labour markets. From this statement, one can conclude that those who receive a different quality education can perform differently in the labour market (UNESCO 2004:226). In the same way, Tesema (2009:166-167) argues that quality education used to provide:

- learner the opportunity to live a quality life;
- the chance to the exposure of leading the productive life;
- the skill to solve the problem; enable them to contribute to the peace of the country;
- willingness to know and respect the history and culture and music of their country in general and that of the environment in particular;
- to live a culturally accepted lifestyle, good relationships among the member of the family in particular and community in general;
- the skill to manage finance and property in their life after they leave school.

Even though, quality of education is used in cognitive development; that cognitive development alone does not allow the learner to develop the necessary knowledge and skills to live within the society. The other attributes such as honesty, reliability, determination, leadership ability and willingness to work within the hierarchy of modern life are all characteristics that society rewards. Good quality of education can also bring social advantage by influencing positively individual behaviour. More recently it has become clear that the cognitive skills required to make informed choices of different communicable diseases including HIV/AIDS risk are directly related to the level of education and behaviour are strongly related to levels of education and literacy. The lower the level of education and literacy the higher the risk of being exposed to the disease (UNESCO 2004:226). In general terms, the quality of education is the bedrock to enable the country to be rich and to maintain its peace and security (Kousainov 2016).

To attain the aforementioned benefits that quality education provided to learners, education institutions and schools in particular and countries, in general, should provide specific conditions that promote quality learning that in turn promote quality education. The education has to focus on Cognitive, Affective and psychomotor so as to achieve the objective of education.

Thus, this study tries to examine the implementation of school improvement in primary schools of Oromia Towns Surround Finfine.

2.2.4 Characteristics of Quality Education System

Factors such as school expenditure, teacher education and school facilities are among other factors that characterise the quality of education. The result of the standardised test shows that the cognitive achievement of learners is increased, where school expenditure, teacher education and school facilities are available in adequate amounts and used in the proper way to enhance learners (UNESCO 2004:228). In addition, creating a child-friendly environment and recruiting child-friendly teachers and training them accordingly also contributes to the quality of education (UNESCO 2004:228).

According to, Hoy and Miske (2013:219) the relationship between school communities also characterises the quality of the school system:

- Teachers and principals support each other to work cooperatively together with each other without interference from other bodies outside of the school.
- The principal of the school committed to supporting teachers in social affairs both social support of teachers and their respective duties and responsibilities through an open, collegial leadership style.
- Every teacher in school views and respect each other as professionals. The school community (Learners, teachers and the principal) recognise the central goal of the school is academic achievement and work together to realise it.

Clarke (2012:1-3) describe the best education systems are systems that:

- Attract the best people to the teaching profession who want to be a teacher with interest.
- Train their teachers in such a way that enable them to contribute to the fulfilment of the school objectives. The components of such training beyond the pre-service (formal training) include the mentoring and supporting of beginner teachers and regular in-service training of more experienced teachers, making it possible for them to learn from each other. That is experienced teachers share their experiences.
- Promote Committed and knowledgeable teachers to the principalship position.
- Help the principal in developing the instructional leadership skill to enable him to lead the day-to-day activities of the school in such a way that focus on the instructional activities. That is devoting the principal's time to instructional leadership.

- Have teachers who have the commitment and capacity to monitor the performance of pupils and give feedback based on the result of the monitoring.
- Identify the straggling learners in the school and provide additional support in their weaknesses for pupils who are struggling.

According to, Clarke (2012:3-4) good quality education system is characterised by good quality teaching and learning. Good quality teaching and learning in turn characterised by:

1. Contact time: Contact time refers to how much time teachers spend teaching in the class. It is believed that the amount of time spends in teaching and supporting the learners is resulted in the higher achievement of the learners' result. That is if the teacher spends more time teaching and supporting learners there will be better achievement of learners' performance. However, factors such as absenteeism of learners, late-coming, disruptions of lessons by pupils, using the time allocated for a lesson for other activities other than academic lessons such as administrative activities, teachers' absence and teachers late coming affect negatively the contact time.

2. Teaching quality: This refers to the quality of the actual lesson taught in the class. Teaching quality can be affected by factors such as the extent to which the teachers know the subject and the extent to which the teacher knows methods of teaching and methodology of teaching the subject, the care the teacher takes when preparing the lesson, the availability of teaching resources at schools such as textbooks, stationeries and other aids.

3. Teacher monitoring of pupils learning: refers to the extent to which teachers give formal examinations, tests, projects, assignments classroom questions. Monitoring learner learning through the aforementioned mechanism is to ensure how the educational objectives are achieved.

4. Teacher reporting on pupil's learning: It refers to the way teachers report the performance and progress of learners based on evidence given to them and their parents. Reporting the performance and progress of learners can be most effective when:

- pupils are provided with regular informal feedback by their teachers on their daily tasks, activities and homework, this feedback can be in the form of oral and written comments by the teacher about the quality and correctness of their work.
- pupils are provided with regular feedback by their teachers on formally assessed tasks: such as tests, examinations, projects and other activities. This feedback can be in the form of marks written and /or oral comments which indicate strength and weakness together

with advice on corrections that need to be made and things that need to be done to improve performance.

- parents provided regular reports regularly on the child`s performance. The reports to the parents include the following aspects: information about the child`s performance, his/her behaviour, attitude and diligence. The reports to the parent should indicate whether the child is meeting the minimum standard required to progress to the next grade together with any remedial action which may be required for those who are at risk of failing.

5. Additional support for struggling pupils: Before providing additional support for stragglers pupils schools should have to identify where they less perform. In other words, schools should have systems in place to identify pupils who are struggling at the beginning of each academic year. After the area of weakness is identified additional remedial support should be provided for these pupils at schools. By focusing on the specific needs of the individual pupils; such as knowledge gaps and misconceptions.

6. A structured and supportive learning environment. This refers to the responsibility of the school principal to ensure that the environment of the school is conducive to the teaching and learning process. An environment that is said to be conducive to support the teaching and learning process is safe and secure: Stress-free, ordered, supportive, clean, has high expectations and is well resourced.

In general, school effectiveness research shows that successful primary schools are characterised by strong leadership, an orderly school and classroom environment and teachers who focus based on the curriculum, hold high expectations of their learners, potential and performance and provide them with frequent feedback. In addition, teachers emphasise that structured instruction, face-to-face instructional time, the adequacy of textbooks and other materials and teacher quality are factors that help account for higher learner performance (UNESCO 2004:228-229).

This study examines the implementation of school improvement in primary schools of Oromia towns surrounding Finfine. The following section described concepts of school improvement and school effectiveness.

2.3 CONCEPTS OF SCHOOL IMPROVEMENT AND SCHOOL EFFECTIVENESS

The purpose of education is to produce citizens who can successfully work in this ever-changing world. In other words, it is responsible to produce citizens who can challenge the challenges, in solving the problems, be risk-taking, create jobs, be critical thinkers and be active participants in all aspects of life (Telli 2013: 2-3). This purpose of education can be realised if the schools attempt to work effectively and efficiently to transform citizens. Therefore, to bring the intended purpose the schools have to work flexibly and quickly.

Changes can occur frequently in schools from time to time. This change can be revealed in different deeds. For example, school principals are changed, competent teachers are promoted to managerial positions other than teaching and learning out of the classroom. As a result, less competent teachers will hold the position of the competent ones. Learners' cohorts also change with the change of residential area and because of demographic change. Because of all these factors, some schools are unable to work properly while others keep in working properly. Therefore, schools are pressurised by the community and government to be improved. However, for some schools, it is a difficult task to maintain stability, let alone demonstrate improvement (MacBeath and Mortimore 2001:16). School improvement has become a dominant feature of educational reform and has gained prominence and recognition on the international stage. The pressure upon schools to improve performance has resulted in a wide range of school improvement programmes and initiatives (Harris and Chrispeels 2009: I).

Inconsistent with the above literature, Dimmock (2012:5-6) states that government and parents expect schools to provide education quickly and flexibly to improve learners' learning outcomes from time to time. Schools as a traditional workplace are less relevant to meeting the expectations of government and parents. Government and parents demand schools to develop every child to their potential and those learners are prepared for the fast-changing global economy. As the same author points out new forms of working are needed; schools increasingly focus on how to redesign their process; methods, physical environment, technology and tools to enhance their work. The holistic organizational approach requires flatter hierarchical structures, job rotation, self-responsible teams, multi-tasking, and greater involvement of the school community in decision-making. In agreeing with this idea, Leithwood, Mascail and Strauss (2009:191) argue that school

improvement is the result of multiple performances of leadership functions. This is because; if the work of the school is redesigned and redefined educators will be motivated. As a result of being motivated educators will perform their duties well to deepen and lengthen the effort needed to implement school reform.

The above explanation shows that to work properly and meet the expectation of government and parents in particular and communities in general schools should be out of traditional ways of working and introduce change. In other words, they have to meet the interest of government and parents by introducing reforms in the education system.

In today's change demanding world schools should not decide to leave out ways that introduce change. These days, school improvement becomes a dominant approach to bring change in the education system. The change will be brought through enhancing the quality of learner learning and strengthening the capacity of schools (Lemessa 2016:50). From this statement what can be concluded is that to enhance the quality of learner learning and strengthening the capacity of schools in all aspects that contribute to the quality of education schools have to introduce the school improvement.

School improvement as a process can be defined and also interpreted in different ways (Harris 2002:10-11). Miles et al. (1987: 3) cited in Harris (2002:10) define school improvement as:

a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools with the ultimate aim of accomplishing educational goals more effectively.

The concept of school improvement can be viewed in two different views. The first view deals with the physical aspect of the school. It concerns the attempt in making schools conducive and safe places for learners and their learning. The concern of the second view is the technical aspect of the school. That is, school improvement can be defined as a strategy for educational change to increase the learners' achievement and also strengthening the school's capacity for managing change' (Harri 2002:10; MacBeath and Mortimore 2001:17).

The concern of School improvement is increasing learner achievement through focusing on the teaching-learning process and the conditions which support it. It is also strategies for improving the school's capacity for providing quality education in times of change (Hopkin 2005:2-3; Harris2002:10). This definition views school improvement as a process of changing school culture

with the basic assumption that if the culture of the school is changed to the positive one the school improvement can be enhanced. According to this definition, school is viewed as the center of change and teachers as the main actors of the change process. In other words, for school improvement to take place it needs teachers' commitment to implement the process of change which involve them in examining and changing their practice. Their practice incorporates those approaches and strategies collectively known as school improvement and focuses upon changing school culture rather than structure. The main concern of school improvement is cultural change. What needs to be improved about schools is their culture; the quality of inter-personal relationships; the nature and quality of learning experiences (Harris 2002:10-11). Besides, Hallinger and Heck (2010:97) explain that school improvement is defined as building the capacity of schools to support teaching and learning. The capacity of schools, in turn, enables the professional development of the staff and provide a means of taking strategic action. The objective of taking strategic action is to bring continuous improvement. School improvement is also further defined as a process of systematically generating change and development within the school to enhance the quality of teaching and learning. The concept of school improvement is firstly defined as the general effort to make schools better places for learners to learn. Secondly, it is defined as a strategy for educational change that increases learners' outcomes as well as strengthens the capacity of schools in managing change (Harris 2002:10; Hopkins 2005:5). Makoelle (2014:120) extend that school improvement is a process that is characterised by change. There is an interrelationship between school improvement and change. In school, improvement change plays a very important role if schools adapt their internal situations in response to change which in turn may lead to school improvement. School improvement occurs on the phenomena of change as a pre-requisite for improvement. As a result of change occurs some schools are unable to improve. This is because these schools could not properly have planned, initiated, implemented and monitored.

The researcher argues that to be improved schools adapt, not only their internal situations but also their external situation. They have to involve parents, community, government and non-government organizations. To bring the intended improvement schools should plan their activities and implement them as per the plan and monitor and evaluate the implementation process. In other words, unless they do not plan properly by participating the stakeholders and implement the plan and monitor and evaluate how the plan is implemented schools cannot be improved.

Arlething and Tornsen (2014:856) also add that school improvement is supporting learners to maximise their achievement by creating favourable conditions that encourage the process of teaching and learning. This explanation shows that schools should create a favourable condition for learners to learn and attain their required achievements through building the capacity of their teachers in planning, delivering and assessing the lesson. In convergent to this view, Ainscow et al. (2012:198) also define school improvement as educational change that aims to create a conducive environment that enables the learner to learn more to achieve the necessary skills and knowledge that required of them. As the concern of this study conducive environment in this context means a favourable physical environment like a classroom: light, seating arrangement, ventilation, culture and climate of the school.

In general, school improvement is a process of identifying and addressing improvement areas of each school. Effective school improvement is about change that is driven by a commitment to increase the learning outcome of every learner. School improvement needs a supportive environment to establish a relationship and develop trust among stakeholders of the school improvement programme. This in turn increases the interest and capacity of the school leadership team to build a professional learning environment and lead the change process to maximise the learning outcome of the learner (Australian Capital Territory, 2009 cited in Kasahun et.al. 2016:15).

As it is elaborated in the literature above school improvement is about a change of school environment to maximise achievement. To bring change in school improvement schools should follow certain sequential steps.

According to Creemers, Kyriakides and Antoniou (2013:120-124), these steps are:

- setting the general aim of school improvement, communicate and agreed upon with school improvement stakeholders by addressing school factors that contribute to the teaching and learning process;
- identifying the priorities for the improvement according to the context of the particular school;
- design the school improvement strategies and action plan by considering the available capacity in terms of knowledge and resource;
- monitoring the implementation process by preparing checklists;

- measuring the change brought as a result of school improvement programme implementation.

These authors agree on school improvement is about change by which the school attempt to improve its learners' achievement based on the context of the individual school. To be improved schools should introduce change in its priority areas and plan properly for its implementation in their context and monitor and evaluate the accomplishment of the plan.

The researcher further elaborates that, school improvement is educational reform that enables the schools to maximise the achievement of the learners. This can be done through managing change, participating school community in particular parents and community in general in focusing upon the priority areas of the schools. As it is stressed by the researcher change should be implemented to enable the schools to maximise their learners' achievement than they do before. To introduce change school improvement aims at creating a conducive learning environment. As a result of this learners' achievement can be maximised.

For the schools to be improved there must be preconditions that exist. These preconditions which are for successful improvement include transformational leadership; leadership team, offering the possibility of changes; school-wide emphasis on teaching and learning; commitment to staff development and training; use of performance data to guide decisions, targets and tactics; teamwork both within staff groups (collaborative planning, effective communication) and with stakeholders (involvement of teachers, pupils, parents in decision making); time and resources for reflection and research(Reynolds 2010: 147).As the researcher believe to bring the intended objectives of school improvement schools must identify the existence of aforementioned preconditions. And then have to plan to apply these preconditions.to bring the intended objective of school improvement.

For the realisation of the school improvement programme, there must be certain principles to be followed. These are readiness for change; analyzing the weaknesses and strengths of the school; searching for different alternatives of school improvement strategies; preparing school development plans and allocating resources (Tang and Hallinger2014:669). Santos (2012:3) concur readiness for the change needed requires developing school vision; empowering school leaders as a change agent; establishing an improvement team; participating school community and allocating adequate time for preparation of the plan. Consistent with the above concepts of school

improvement Marishane (2011:1) asserts that school improvement means connecting all school affairs such as internal structures, strategies, capacities and processes in an organised way to achieve an intended goal of the school. He adds that school improvement includes finding ways to strengthen the management and leadership capacities of those who are working in school to support the learners to receive the learning opportunity of high quality.

Clarke (2012:1) argues that schools are said to be effective when the teaching and learning process is conducted in a conducive institutional environment. The same author further discusses that schools are effective where good teaching and learning processes are going on, where there is good work ethics among all school community members and when learners are supported with the necessary knowledge and skills to develop their potential. The challenge is to see that to perform the governance function in a way that will create a school environment where these characteristics are evident. Improved schools are characterised by; leadership that builds a team approach; a vision of success understood in academic terms and including a view of how to improve; careful use of targets; improvement of the physical environment; common expectations about behaviour and success; investment in good relations with parents and the community (Reynolds 2010: 147).

On the contrary, less successful schools are also characterised by: lack of the competencies needed to improve; unwillingness to accept evidence of failure; blaming others-pupils, parents, local education authority; fear of change and of outsiders who embody it; belief that change is for other people; controlled by change rather than in control of it; dysfunctional relationships, with cliques; goals are not plausible or relevant; lack of academic focus; Principals who take no interest in curriculum and attainment; passive about recruitment and training; schools do not build a longitudinal database on pupils' progress-not outcomes-oriented; Valid improvement strategies are adapted but not carried through; the governing body may be passive; lack knowledge. He also further argues that time table not an accurate guide to academic time usage; inconsistency, including some high-quality teaching; low expectations; emphasis on supervision and routines; low level of teacher /people interaction about work; peoples perceive teachers as not caring, praising; high noise level and lots of non-work-related movement; lots of negative feedback from teachers (Reynolds 2010:148).

The concern of successful school improvement is building capacity for implementing the change that is brought at both the school and the classroom level. Building the capacity encompasses the

interventions in teaching and learning to provide teachers with necessary pedagogical knowledge and skills. Even though these interventions are important they will not result in sustainable improvements in levels of learners' achievement unless school development, strategies will impact upon the progress of learners and internal conditions or change capacity of the school or schools is created (Harris 2002:17).

As the same author further argues, creating sustainable conditions involves: Identifying the current existing culture in the school; deciding upon which norms and values have to be changed. To bring successful school improvement the implementers have to take into consideration the following important factors that contribute to change and improvement within a school.

1. Participation: As school improvement is about changing the school condition and building the capacity of the school improvement requires the participation of teachers and other school communities in planning and decision-making to implement school improvement.

2. Commitment: in implementing school improvement teachers need to be committed as they are the main actors of school improvement

3. Pressure and support: change requires the pressure for change to occur and the technical/emotional support to ensure that change happens.

4. External agency: assistance from external sources in financial and technical is an important dimension of the change process. The provision of an external agency can prevent innovation from being blocked and can ensure that the momentum for change is maintained.

5. Staff development: The staff is the crucial key role player of school improvement. Therefore, an effort must be done to develop the staff. Staff development activities need to be put in place to provide ongoing support for the new programme. The staff-development activities have to be task-specific and geared to teachers' concerns and skills.

As described by Harris (2002:17) school improvement has many assumptions:

- schools can improve themselves;
- school improvement involves cultural change;
- there are school level and classroom level conditions for change;
- school improvement is concerned with building greater capacity for change;

Hopkins (2005:8-9) adds some underlying assumptions about school improvement. He stresses that school improvement as an approach to educational change has several assumptions:

- the school as the center of change refers to an educational change that needs to be depended upon the context of the individual school, rather than apply it to all schools. The focus of school improvement efforts needs to be classroom;
- a systematic approach to change. School improvement is a carefully planned and managed process that takes place over several years;
- a key focus for change is the 'internal conditions' of schools. In addition to the teaching-learning activities used in the school, the focus of school improvement also must be on the factors that support the teaching-learning process such as procedures, role allocation of resources;
- accomplishing educational goals more effectively. Educational goals are subject to school mission and it is considered by the school itself as important. This refers to the outcome than learner scores on achievement tests. Schools also serve the more general developmental needs of learners, the professional development of teachers and the expectation of its community;
- a multi-level perspective: As the school is the center of change it also works to achieve the intended educational objectives. It has to work together with the educational system. In other words, teachers, heads, governors, parents. support people and local authorities invited to participate in school improvement and their role must be described.
- integrative implementation strategies. This refers to the 'top-down and 'bottom-up'; approach to school improvement.

'Top down' approach provides policy aims, and overall strategy and operational plans; while the 'bottom up' approach identifies priority areas, goal setting and implementation procedure;

- the drive towards institutionalization. Change is only successful when it has become part of the natural behaviour of teachers in the school. Implementation by itself is not enough.

According to, Harris (2002:10-11) if the environments in which the schools are working and those working inside the school are acting responsibly schools can improve themselves. School improvement is an effort to determine and provide, a conducive environment in the school and outside the school. Under which the learners sustain learning among themselves. She further argues that these assumptions highlight the concern of school improvement is changing the internal activities of schools by influencing how people work together. Implicit within this interpretation is a belief that school culture can be changed and that cultural change is achieved through changing the internal conditions within the school. School improvement contains different processes, which

are managed by the schools aiming at improving learners' achievement and building the capacity of the schools to manage change. It focuses at the same time on process and outcome (Reynolds 2010:146-147). As the same author concurs, schools are self-managing and self-improving organizations 'aided from time to time by external support'.

As it can be seen from the above literature school improvement is about changing the current situation of the school. The following section deals with school improvement and change.

2.4 SCHOOL IMPROVEMENT AND CHANGE

In the modern world, there must be changes in education to fit with the characteristics of the modern world. That is improvements has to be made to school to provide the quality of education that fit the current needs that brought due to the modernisation. As a result of this, every school has to strive to bring organizational change, in teachers' way of performing their duties that contribute to the school improvement (Taahyadin and Daud 2018:27). Westhuizen (2007:183) also concur that change and renewal are considered to be the most important in improving the performance of the organization. When an organization fail to improve its performance and/ or its performance is declining change and renewal can be considered as an important remedy to raise the performance of the organisation. The school as one of the organizations needs to exist in the dynamic change to improve its performance. In supporting this idea, Taahyadin and Daud (2018:25) suggest that school must be changed and renewed from time to time being in the current context. However, before making any changes to the school; the school leadership needs to plan wisely and thoroughly so that the change will be of good quality, get acceptance of employees and be implemented successfully to bring the intended result. They further explain that this can be done through the participation of employees and teachers in the decision-making process; creating a sense of collegiality and belongingness among the school community.

To participate employees and teachers in the decision-making process; creating a sense of collegiality and belongingness among the school community is mandatory. To bring change in school the school management needs to follow certain steps:

Step 1. Recognising the status quo is not working: This refers to teachers, school principals and other school community members who has to be convinced that the old ways of working do not bring change. Low test scores and other discouraging performance in the school may encourage them to change their way of doing.

Step 2. Form coalition of influential persons in the school: To challenge the status quo the coalition of influential people in the school needs to be formed, this influential individual includes individuals with power such as administrators, formal teacher leaders, influential teachers. This group of influential people takes the initiation for change and strives for its implementation.

Step 3. Encourage the coalition: The coalition leads by clearly articulating why change must be initiated developing a vision for the change process and designing workable strategies to enforce the realisation of the vision.

Step 4. Create awareness for all school communities to realise the vision: This can help to ensure that individuals at all levels of the organization understand and ‘buy in’ to the vision. In schools, the cooperation of influential people might accomplish this by introducing a new instructional practice, trying it out themselves and making it central to their work with teachers. Their work also involves communicating the vision in various modes and forms and delivering a consistent message in ways that appeal to the hearts and minds of teachers.

Step 5. Convince teachers to show high commitment and allocate adequate resources: This refers to encouraging teachers to implement innovative teaching practices and to convincing them to sacrifices to implement these innovative instructional practices. To implement these innovative instructions, the cooperation must allocate adequate resources such as time, finances, and materials. In addition to allocating necessary resources, the coalition also trains those who strive to realise the vision on how to take action towards the realisation of the vision.

Step 6. Challenge the challenges: This refers to challenging different challenges that hinder the realisation of the school vision and convincing people who do not convince to implement change to realise the vision.

Step 7. Ensuring that all decision-making relates directly to the change goals: This supports challengers of change to obtain full information to revisit the vision.

Step 8: Empower others: This refers to the coalition working with full understanding in empowering others as the change begins to be implemented and new practice has to be part of the school culture (Kotter’s 1996 cited in cooper et.al 2016:86).

As it is defined by Tylor, 1987:175 in Westhuizen (2007:183) change is the struggle between what is happening and what is desired. One cannot abolish change from his experience and from the organization he/she works in. As it is unavoidable, the change affects all aspects of a person’s life

in altering personal and employment affairs. Adair (2002:2000) also further explain change as it is a compressive concept; Change is a disparity that affects the working condition of the organization either positively or negatively.

According to, Deventer (2016:43) change is defined as the “struggle between what exists and what is desired”. It can be revealed by the reconstruction of the organization's structure and the way of performing tasks to fit the desired needs. The change can be occurred due to the fight between two opposing forces namely the one that struggles to alter the present situation and the other which need change. The presence of the opposing force is useful. The resisting force is allowing the change agent to evaluate the effectiveness of the change occurred in exploring different alternatives that help to respond to the change. The same author explains that in the context of schools the change can be defined as the “process of transforming from one state to another” It can be initiated by factors inside the school and outside the school. From this statement, one can conclude that change can take place by external and internal forces.

The above definition can be understood in the concept of educational management in general and school improvement in particular; it is the alteration of the duties and responsibilities of school principals. This alteration includes exposition to new controls and regulations, growth, increasing competition, technological development and changes in the workforce, changes in legislation, and the availability of resources, market demand and social priorities. To implement these alterations redesigning of organizational structure and procedures; identifying priorities and allocating adequate resources is mandatory (Westhuizen 2007:183). As the same author further explains, change is purposeful activity that used to change a deliberate effort to alter the status; the traditional way of doing things by changing functions, structures, technology and/or purpose of an organisation by preparing strategic planning to achieve the intended objective/s of the organisations. The aim of the change is the improvement of the performance of the organization. Improvement in this sense means straggling to change the process of learning and teaching process and other activities used to facilitate them in a well-organised manner and sustain them. In general, Westhuizen (2007:183) define change as “change can be defined as a planned, systematic process that takes time to come to fruition is expected by individuals and is a highly personal experience”

As the researcher argues to bring change there are two opposing forces. These are the one that want to maintain the existing situation and the other is the one that want to change the existing

situation. The school improvement as a change also between these two forces of change. Therefore, schools have to work hard to bring the intended change by overcoming the resistance force. The following section described principles of school improvement.

2.5 PRINCIPLES OF SCHOOL IMPROVEMENT

As a strategy of change school improvement has different principles. Harris (2002:17) States that, to bring the intended objectives through the implementation of school improvement programme it has to follow the principle that change and development must be initiated by the school itself rather than imposed on it by local educational authorities.

Rafael(2015:339) also suggest that principles may underpin leadership for school improvement:

- Give attention to the teaching and learning process: This refers to giving the maximum chance to learners learn by maximising attendance, access to resources that are used to facilitate the teaching and learning process and time available for learning; making learning the focus of professional capacity-building efforts.
- Encourage the participation of community: participate all community members in general and parents in particular in all aspects of school improvement. In other words, promote participation and respect for all-facilitating community-wide engagement with school evaluation and decision making; countering violence and disengagement throughout the school and wider community.
- Allocate adequate resources to improve the teaching and learning process: refers to obtaining resources and infrastructures from the community. Request textbooks and other learning resources from the educational structure in which the school is responsible.

According to the council of chief state school officers (2017) the school improvement principles are:

- Arrange school affairs that contribute to school improvement in their order of priority in the education system and establish roles and responsibilities at each level
- Make a decision that considers the interest of every learner with the expectation that all learners can learn. In other words, “put the learners at the center so that they succeed”.
- Participate continuously all stakeholders (community, parents) and school community staff, families, civil rights organizations and community members as partners in decision making,

need assessment, school improvement plan development, monitoring, and continuous improvement

- Select the strategy that best fits the contexts of the school “one size does not fit all.”
- Support schools in designing high-quality school improvement plans. Focus especially on ensuring the highest need schools have great leaders and teachers who have or develop the specific capacities needed to dramatically improve low performing schools Support school leadership initiatives to ensure that schools can attract, develop, and retain effective school leaders with the specific competencies and skills needed to improve learners’ outcomes in these schools.
- Examine the education workforce to attract, prepare, develop and retain teachers and leaders in school for improvement.
- Dedicate sufficient resources (time, staff, funding); align them to advance the goals of the system; use them efficiently by establishing clear roles and responsibilities at all levels of the system, and hold partners accountable for the result.
- Establish clear expectations and report progress on a sequence of ambitious yet achievable short- and long-term school improvement benchmarks that focus on both equity and excellence.
- Implement Improvement plans rigorously and with fidelity and since everything will not go perfectly, gather actionable data and information during implementation; evaluate efforts and monitor evidence to learn what is working, for whom, and under what circumstances and continuously improve over time.
- Plan from the beginning how to sustain successful school improvement efforts financially, politically and by ensuring the school are prepared to continue making progress.

Lunenberg and Ornstein (2012:281) add that schools should follow the following principles to be improved:

- state clear mission and achievable goals;
- Encourage learners to achieve at the level of their capacities and monitor regularly the achievement of school goals; provide all learners necessary support including a tutorial programme for slow learners and enrich the programme for both gifted and talented.
- Encourage teachers and administrators to agree on what is a “good “teaching and learning process.

- balance the cognition with personal, social, and moral growth of learners and encourage them to take the responsibility for their actions and behaviours
 - Encourage and support teachers and administrators to update on the methodology of teaching and learning and subject area knowledge.
 - Teachers and administrators expect learners to learn and convey their expectations to learners and parents.
 - Teachers are expected to make significant contributions to school improvement.
 - Provide support, information and time for teacher enrichment.
 - Encourage teamwork interdisciplinary and interdepartmental communication.
 - Provide incentives, recognition and rewards to teachers and administrators for their efforts on behalf of the team and school mission.
 - Matches the interests and needs of the individual staff members with the expectations of the school.
 - Create new professional roles and revise the existing roles to create an opportunity to be challenged by the staff and professional enrichment and renewal.
 - Conduct staff development programmes to update teachers with the latest instructional techniques, including how to teach learners; how to learn so they can eventually learn without the teacher.
 - Create a safe and healthy school environment.
 - Initiate parents and community members to be supportive of the school and be involved in school activities.
- Ensure the school is a learning center for the larger community, for the young and old, for learners and parents. It reflects the norms and values of the community and the community sees the school as an extension of the community and vice versa.

To achieve their objectives schools, have to use these principles in adapting to their context. The following section deals with the objective and importance of the school improvement programme.

2.6 OBJECTIVES AND IMPORTANCE OF THE SCHOOL IMPROVEMENT PROGRAMME

The school improvement programme has the following objectives: improving the capacity of schools by prioritising their needs and developing a school development plan; encouraging school and community participation in resource utilisation and making decisions and generating resources (Solomon 2016:72).

The above explanation shows that the objective of school improvement in this context focuses on three issues. These are: building the capacity of schools; identifying the priority areas of school improvement programme and developing school development plan. Capacity building in this sense is helping the staff development to apply new knowledge and skill needed to implement school improvement programmes. It is also increasing the capacity of schools to generate resources that are needed for the implementation of the school improvement programme.

The main objective of the Ethiopian school improvement programme is to increase the learning outcome of learners by changing the behaviour of learners and learning conditions. Contributing domains of school improvement that contribute to the conducive learning process and increasing achievement of learners have been identified. These are the teaching and learning process, leadership and management, conducive environment and community participation. (Kasahun et al. 2016:19).

The specific objectives of school improvement are to: improve the capacity of schools to prioritise their needs according to their contribution to increasing learners' achievement; enhance community participation in activities like resource generation and utilization; decision making in school affairs and improve the learning environment by providing necessary support to schools according to the need of schools (Kasahun et al. 2016:19).

Plan International (2004:2) cited in Mubarek (2016:19) explain that school improvement is important in encouraging teachers to be responsive to the diverse needs of their learners. It helps schools in addressing their core activities such as ensuring teachers are competent and motivated; promoting active learning methods supported by appropriate teaching and learning aids. It also helps in promoting the active participation of children and parents in school governance; ensuring

a safe, sound and effective learning environment. Furthermore, it helps in establishing a relevant curriculum and ensuring empowered and supporting school leaders and advocating for supportive supervision.

Inferred from the above discussion school improvement programme enable the learners to achieve high results because of the participation of all stakeholders such as school leaders, teachers, parents and the community at large by encouraging learner learning and supporting learners with necessary materials at home. It also enable the school to provide the necessary resources that contribute for the quality of teaching and learning process which intern contribute for the quality of education. The capacity building to all stake holders also conducted at the school so as to increase the quality of the implementation of school improvement programme.

As it is also revealed by (MoE 2006 cited in Dereje 2012:14) school improvement is important. This is because it helps to improve the teaching-learning process by systematically increasing the competency, efficiency and motivation of teachers and management of the school. This can be done through providing various techniques such as cooperative teaching, correcting weaknesses, enhancing self-evaluation, experience sharing and practical training. It also helps to increase the interest of the learner in learning by providing the resources to create suitable conditions. In addition, it helps to increase the participation of the community in general and parents in particular, by raising their awareness about education. As it is further stated school improvement programme minimises wastage of educational resources by reducing the repetition rate, dropout and improve the learning capacity and as a result maximise the academic achievement of learners. Consistent with the above idea, school improvement enables stakeholders such as the community, non-governmental organisations, humanitarian agencies and religious organisations to contribute necessary resources in addition to the government budget. It also considers the participation of the school community working together in interacting as a system. The following section deals with the theoretical framework of the study.

2.7 THEORETICAL FRAMEWORK OF THE STUDY

System Theory and Total Quality Management Model is chosen for this study. The following subsections deal with the systems theory.

2.7.1 Systems Theory

From time to time there is a continuous emergence of change of theory and its application in the organizations. This emergence of change can occur when organizations receive informational input from a variety of disciplines and have modified and enrich them to their context in its application. Accordingly, the system approach provides a foundation for how to view the whole organisation in interaction with its entire environment and for the conceptualisation of relationships among internal components or sub-systems (Ayalew1991:20).

According to, Kast and Rosenzweig (1985:103) in the past, traditional knowledge has been developed along well-defined subject matter. Bertalanffy suggests that the various fields of modern science have had a continual evolution toward parallelism of ideas. This parallelism provides an opportunity to formulate and develop principles that hold for systems in general.” In modern science, dynamic interaction is the basic problem in all fields and its general principles will have to be formulated in the general system theory” General System Theory (GST) provides the broad macro view from which we may look at all types of systems (Kast and Rosenzweig 1985:103).

An organisation does not exist on its alone. It tends to exist with the interrelation of its external environment and it is also a part of a larger supra system (Kast and Rosenzweig1985:15; Koontz and Weinrich 2004:21). Thus, the enterprise receives inputs, transforms them and exports the outputs to the environment (Koontz and Wehrich 2004:21). Organisations are systems that comprise a network of interdependent and synergistic function components that can attain clearly stated goals. The system makes its boundaries explicit by defining which people, functions, components and aims are included and which are not. The components must serve the total system, not the individual components themselves (Westhuizen 2007:291-292).

GST provides a framework for studying the interactions of the parts of systems such as school districts. In contrast to earlier theorists who advocated for bureaucratic or scientific management, Bertalanffy (1950) posited that organizations functioned more like biological systems than machines and recognised that relationships between parts of the system were vital to overall success. According to GST, assessing the patterns of these relationships is key to understanding the organisation and the roles each part of the system plays (Bertalanffy, 1972 cite in singer 2017:72).

A system is said to be an organised, unitary whole composed of two or more interdependent parts, components or subsystems and delineated by identifiable boundaries from its environmental supra system (Ayalew 1991:20; Kast and Rosenzweig 1985:15). Lunenberg and Ornstein (2012:20) adds that “A system is an interrelated set of elements functioning as an operating unit”

In a complex system such as a school, the components are individual people (teachers, principals, guidance officers) and pieces of materials like books, chalkboards, film projectors, desks etc. The structure of each part, for instance, the role of each person and the form of each piece of material determines how the components interact and it is the interaction among parts that attains the school’s objectives. The system is separated from its environment by its boundary.

The boundary of a system is the part that separates the system from the environment and filters the inputs to and from the outputs from the system. The environment is typically seen as everything outside the boundaries of an organization, even though the boundaries are often nebulous and poorly drawn. It is the environment that provides raw materials to an organization and receives the organization's output schools receive learners from the community and later return to graduates to the community (Bush 2003:45). In social organizations, the boundaries are not easily definable and are determined primarily by the functions and activities of the organization. It is characterized by rather vaguely formed, highly permeable boundaries. Systems also differ in the range of inputs that enter across the boundary and the rate at which inputs can enter or leave the system. Some system boundaries are relatively impermeable and others are highly permeable. In other words, systems can be described as relatively open or closed. The concept of boundaries helps us understand the distinction between open and closed systems. The closed system has rigged impenetrable boundaries whereas the open system has permeable boundaries between itself and a broader supra system. The boundaries set the domain of the organization’s activities. In a physical, mechanical or biological system, the boundaries can be identified in a social organisation the boundaries are not easily definable and are determined primarily by the functions and activities of the organisations. Such an organisation is characterised by rather vaguely formed, highly permeable boundaries (Kast and Rosenzweig 1985:106).

Ayalew (1991:23) argued that an open system is “one which a highly permeable boundary. It imports information, energy and material at a higher rate from its environment and makes these inputs for the interaction among components in the production of diverse outputs. It regulates its

existence by importing from and exporting to its environment. The schools, for example, receive inputs of learners and financial and other resources, transform them and exports educated graduates and new knowledge.

Bush (2003:46) agree that open systems encourage interchanges with the environment, both responding to external influence and in turn, seeking support for the objectives of the organization. In addition, open system theory shows the relationship between the institution and external groups such as parents, employers and the local education authority. In this model, schools have wide-ranging links across an increasingly permeable boundary but they can influence their environment and are not simply responding to external demands.

Closed system: A closed system is one which relatively impermeable boundary. Boundaries are very tight and only a few elements from the environment penetrate it defined a closed system in its extreme case. a system whose boundaries are impermeable to factors in the environment is called a closed system for nothing outside can enter to influence the inner operations (Ayalew 1991:23). Closed systems tend to minimise transactions with the environment and to take little account of external opinion in determining the purposes and activities of the organisations (Bush 2003:45).

According to, (Ayalew 1991:23-24) open or closed system should be qualified by saying relatively because open and closed are a matter of degree. A closed system would have an impenetrable boundary, while an open system will have no boundary at all. He further argues that Organisations are neither open nor closed systems in an absolute sense. A fully closed system would obtain no human or material resources for its production system nor distribute a finished product into the environment. As a result of this, it could not exist. A completely open system, on the other hand, would practice no selection or screening procedures. Therefore, overflowing the operation with redundant data and unnecessary raw materials. Because of this, it is more appropriate to think of organisations as maintaining degrees of “openness or closeness”.

We now recognise that our relationship to our environment must be viewed from a systems approach (Kast and Rosenzweig 1985:103). Lunenberg and Ornstein (2012:22) further concur that the environment surrounding the school includes the social, political and economic forces that influence the organization. Thus, school administrators, today find it is necessary to manage and

develop "internal" operations while concurrently monitoring the environment and anticipating and responding to "external" demands. Another issue that has to be considered in the system is the feedback. Feedback is crucial to the success of the school operation. Negative feedback, for example, can be used to correct deficiencies in the transformation process or the inputs or both which in turn will affect the schools.

In reviewing the work of different author's singer (2017:71-72) state that when examining organizations system theory can be used in different perspectives: the structure of organizations as a series of interrelated subsystems in which each subsystem is interdependent on the other. Second, GST views all organizations as "open systems" or systems that are constantly influenced by and placing influence on the larger environment. Third, these interrelated subsystems operate in a continuous feedback loop. This loop consists of inputs, internal transformation, outputs, and provides feedback. Success within a system depends on dynamic interactions during this cyclical process. The aim of the system must be clear to all and consistent with the need of the systems customers. Each component has suppliers and customers within and/or outside the system (Westhuizen 2007:291-292).

A school as a system should be optimised its outcomes. Some school activities may not contribute to the aim of the total system. Optimizing the extracurricular programme may damage the curricular programmes and vice versa. Assigning extra resources to one department may optimise the total system or it may not. Each action taken to improve one function has implications for the others. Schools must make their aims or mission explicit and ensure that the whole school community supports the aims. These total systems aim must actively guide decisions about priorities (Westhuizen 2007:292).

System theories are usually categorized as either closed or open in terms of the organization's relationships with its environment. The alternative theory is that of an 'open system' which assumes permeable boundaries and an interactive two-way relationship between schools and their environment. Hoy and Miskel (1987:29) argue that 'school systems are now viewed as an open system, which must adapt to changing external conditions to be effective and, in the long-term survival. A system functions in terms of a process that combines the input of people, equipment, methods and environment to produce output (Westhuizen 2007:292-293). When attempts are made to improve a system, its process must be clearly defined and conceptualised. To improve a process,

the action taken must be based on some predictive theory as to how the system will react to certain changes or adjustments (Westhuizen 2007:293). In general, the social system refers to the organizational and administrative structure of the organization. It describes the way the school is organized, how decisions are made and who has been involved as well as the communication patterns among people. Furthermore, it relates to the quality of interpersonal relationships between and among learners, educators and support staff. The social system dimension becomes visible in the manner that learners are treated by educators and where it is equitable and fair. It is how learners, teachers and support staff work together in a collaborative manner (Deventer 2016:68-69).

School improvement is a complex issue in which various Variables interact with each other. Such variables are socioeconomic status, school leadership, teacher quality and family involvement. Their absence and/or availability and their interaction can affect negatively or positively a school's ability to achieve its objectives (singer 2017:70). System theory is concerned with the interaction of these variables. In addition, system theory describes the interaction needed between the different parts of the education system to achieve its intended objective/s. The education system is an open organisational structure, composed of different components (inputs, a transformation process, outputs, feedback and environment) relations, processes and programmes which are in constant interaction with the environment (Voort and Wood 2014:2).

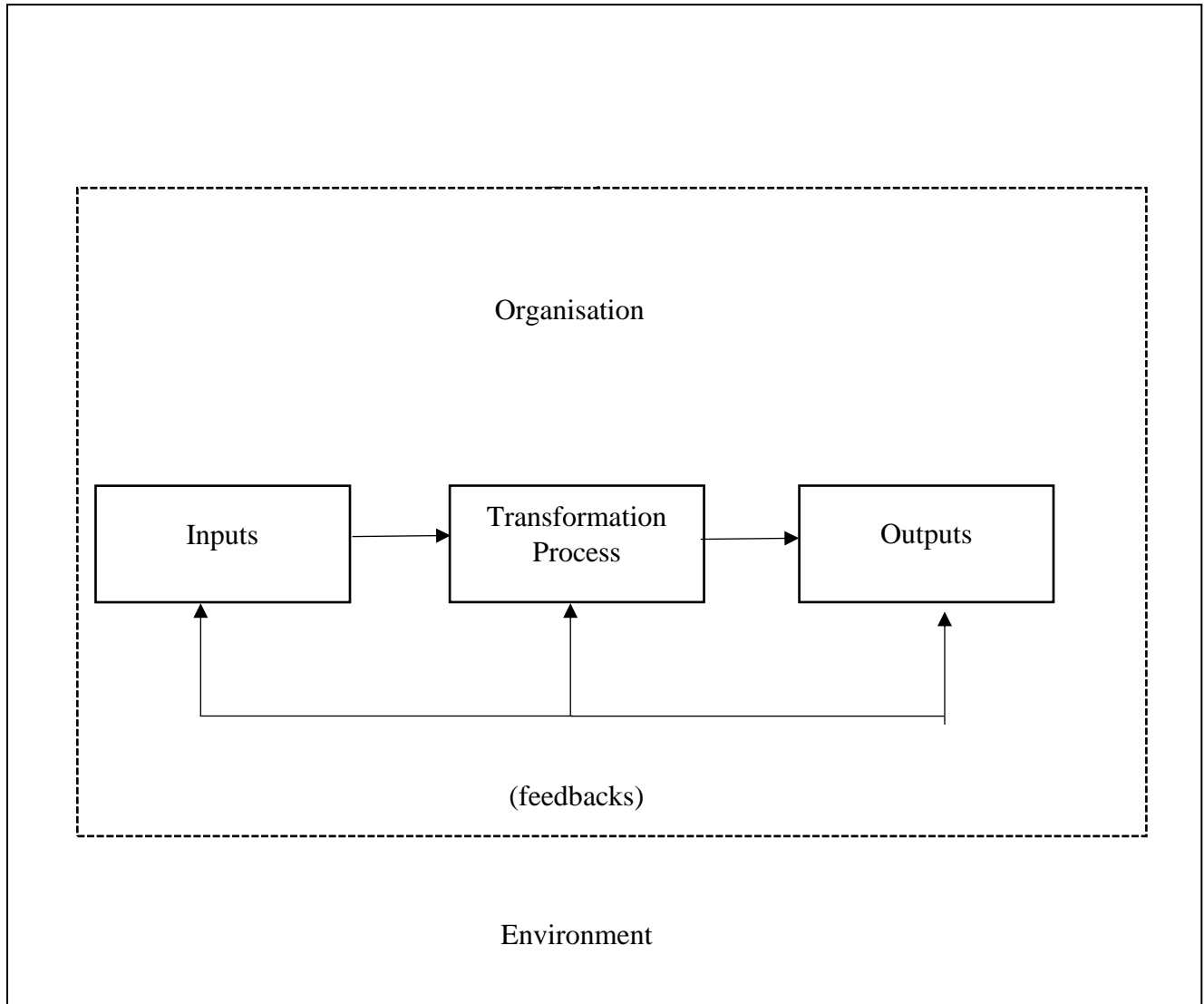


Figure 2. 1 Open system model. Adapted from Lunenberg and Ornstein (2012:22).

For this study system theory is chosen because it describes how the inputs such as resources (financial, material, time and human), policies, practices, communication, and support interact with each other within the school and how the schools interact with their respective Town Education Office and Oromia Education Bureau. The following sub-section explained Total Quality Management.

2.7.2 Total Quality Management

Education enables the member of the society to play useful roles that contribute to the wellbeing of the society. In other words, education contributes to build the society in building the capacity of individuals. Furthermore, it plays a vital role in the social and economic development of a

nation. Without quality education, we cannot survive in society. To enable education to play its intended role, quality management is required to improve the quality of education (Tyagi 2012:74). One popular approach to improving quality is called TQM. Thus, educational organizations must include TQM in their programs (Tyagi 2012:74; Koontze and Wehrich 2004:392)

TQM has been recognised as a management tool that can be used for improving both the quality of business and that of education. TQM mainly aim at participatory decision-making of the organisation, to maximise the commitment of the employees of the organization to bring customer satisfaction (Sibeko 2014:18).

According to Deming 1986 cited in Westhuizen (2007:303), the philosophy of TQM was introduced to promote the restructuring of the Japanese managerial culture. He identified Fourteen Points for effective practice, which seems to define the conceptualisation of more effective ways in which organizations might operate. These fourteen points are viewed as interrelated systems, processes and procedures. These are integrated, interdependent and holistic to bring about school improvement. The following are fourteen of Deming's contributions to quality:

1. **Create consistency of purpose toward improvement of product and service:** Define values, mission and vision to provide long term direction for management and employees. Invest in innovation, training and research.
2. **Adopt a new philosophy:** Management must work toward cooperative relationships aimed at increasing quality and customer satisfaction.
3. **Cease dependence on inspection to improve quality:** Inspecting products does not create value or prevent poor quality.
4. **End the practice of awarding business based on price:** Purchase should not be based on low-cost; buyers should develop a long-term relationship with a few good suppliers.
5. **Constantly improve the production and service system:** significant quality improvement comes from continual incremental improvements that reduce variation and eliminate common causes.
6. **Institute training on the job:** Employees should receive adequate job training.
7. **Institute leadership. Managers are leaders not supervisors:** They coach, encourage and provide guidance.

8. Drive out fear, so that everyone may work effectively: A supportive organization will drive out fear of failure, change, the unknown and loss of control. Fear causes short-term thinking.

9. Break down barriers between departments: Teamwork focuses on workers, breaks down departmental barriers, and allows departments 'workers to see the big picture.

10. Eliminate slogans: It causes workers frustration when slogans do not work.

11. Eliminate quotas and management by objectives and substitute leadership:

Quotas are short-term thinking and cause fear.

12. Remove barriers to pride of workmanship: Too often, workers are given boring tasks with no proper tools and their performance is appraised by supervisors who know nothing about the job.

13. Institute vigorous programmes for education and self-importance: All employees should be encouraged to broaden their skills further through continuing education.

14. Put everyone to work to accomplish the transformation: Management must have the courage to break with tradition and explain to a critical mass of people that the changes will involve everyone. Management must speak with one voice.

TQM is a way of managing an organisation so that every job and process is conducted correctly first and every time. It is one of the approaches to managing quality that applies a systematic approach where the philosophy of managing quality is adopted in all the phases of the supply chain. The TQM concept is an overall management philosophy that allows the supply chain as a whole and it is certainly not limited in its implementation to purchasing and supply management (Mbanje and Lunga 2015:90).

TQM is defined as a mechanism used in changing the organisational culture of the organization and participating all employees of the organization in all aspects of the organizational work to improve continuously the quality through teamwork to achieve the intended organisational objectives (Hosein 2016:1155). TQM is defined as a strategic architecture requiring evaluation and refinement of continuous improvement (Farkhondehzadeh, Karim, Roshanfekar, Azizi and Hatami2013). TQM is an integrative philosophy of management for continuously improving the quality of products and processes. It takes a holistic approach to long term success that views a continuous improvement in all aspects of an organization as a process and not as a short-term goal Lysons & Farrington, 2012:264 cited in (Mbanje and Lunga 2015:90).

After reviewing the work of different authors (Farkhondehzadeh et al.2013) summarize the definition of TQM as it is about the emphasis on customer satisfaction. That is, it is a management philosophy that builds a customer-driven, learning organization dedicated to total customer satisfaction through continuous improvement in the effectiveness and efficiency of the organisation and its process. They also add that TQM provides what is required as judged by the customer. It is accomplished through everyone in the organization being committed in achieving results a passion for quality and decisions based on performance data. In line with this definition, all aspects of the organization have to be dedicated to the goal of achieving the higher possible standards of performance as required by their customers both internal and external, given the strategy they are pursuing (Murgatroyd and Morgan1993:60). Zaman and Anjalin (2016:207) also concur that TQM is recognized as an effective management philosophy for continuous improvement; customer satisfaction, and organizational excellence.

TQM is an organizational effort used to improve quality at every level. It can be applied to any type of organization. It retains the quality and helps in the survival of any organization in the era of globalization. It is an approach that helps an organization to standardize the process (Tyagi 2012:75).

TQM involves the organizations long term commitment to the continuous improvement of quality throughout the organisation and with the active participation of all members at all levels to meet and exceed customers' expectations. This top management philosophy is considered a way of organisational life (Koontze and Weihrich 2004:392).To be effective in bringing continuous improvement TQM process is divided into four phases which are collectively called as PDSA cycle (Westhuizen 2007:314; Tyagi 2012:76).

Plan: The first phase in the PDSA cycle is to plan. Top management can evaluate the current process and prepare plans according to the problem. During this process, they can prepare the documents related to the procedures and problems identified. This information will help in the development of the plan (Tyagi 2012:76).

Do: The next phase in the cycle is the implementation of the plan. During the implementation process, top management should involve in the preparation of the documents related to the changes adopted during the process.

Study or Check: The third phase is to study the data acquired in the previous phases. The data can be evaluated to check if the current plan is fulfilling the specified goals.

Act: The last phase of the cycle is to act and it is based on the previous phases. This result can be communicated among the other members and can be implemented if it is successful. After this cycle, the PDSA cycle repeats (Tyagi 2012:77).

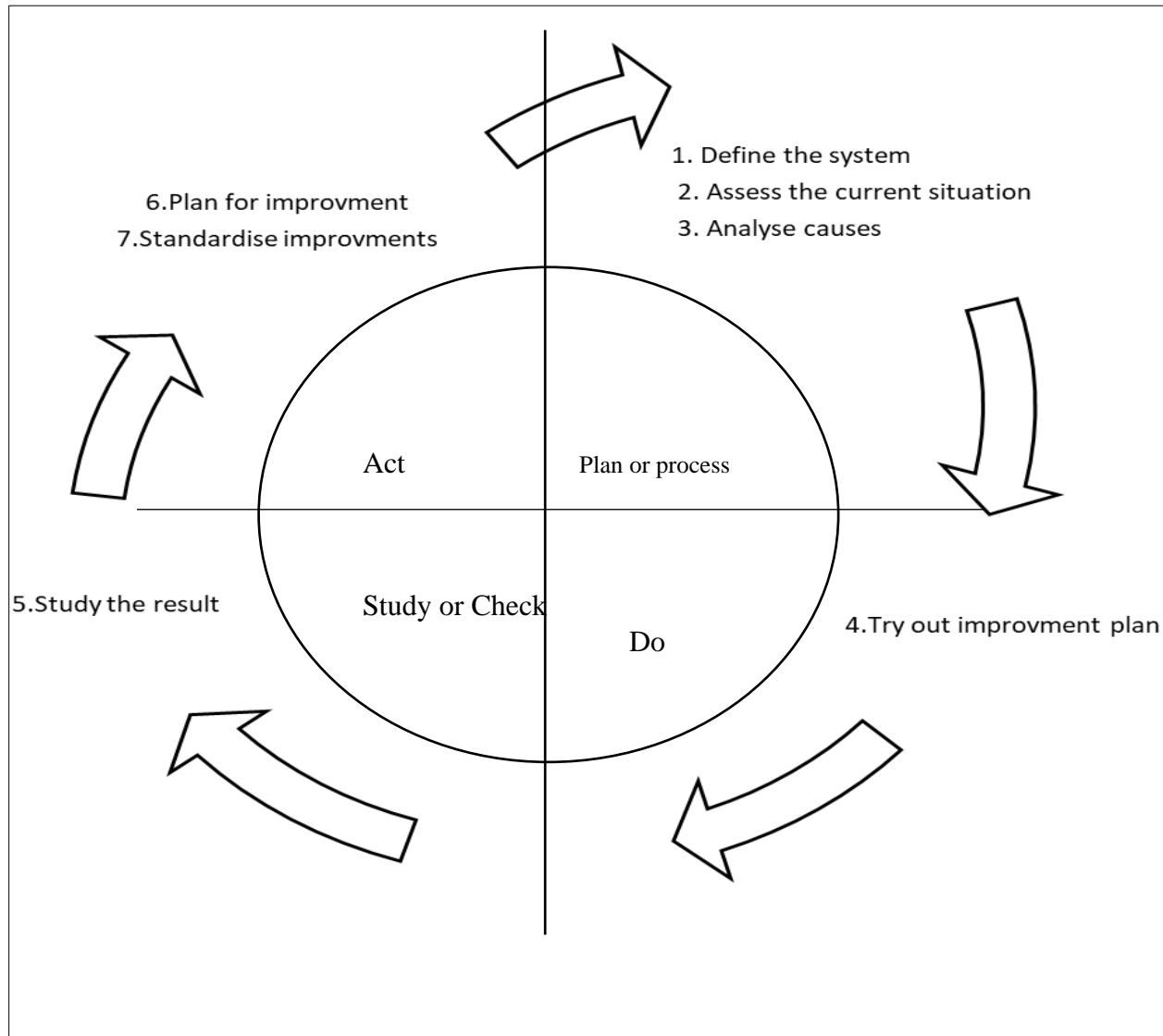


Figure 2. 2 The cycle for improvement (LEDDIC, 1993:42 cited in Wethuizen 2007:313)

TQM has specific characteristics that have contributed to being implemented in the schools:

Customer satisfaction: Mainly TQM aims at satisfying the needs of its customer because it is as success depends on the fulfilment of the need of the customer.

Top management involvement: TQM requires the involvement of top management. If not, it involves and if not involved in a correct way TQM doesn't work properly.

Kaizen philosophy: This refers to continuous improvement. That is, in TQM philosophy quality does not happen overnight rather it happens as a continuous process of quality improvement. It believes that the quality of a product depends upon the quality of the process.

Plan based: TQM require not only proper planning but also effective and efficient implementation and then it requires the evaluation to ascertain whether it is implemented as per the plan.

Dedication of employees: To be implemented successfully TQM demands the dedication of employees for quality improvement and actively participates in all the activities of TQM (Tyagi (2012:77).

According to Murgatroyd and Morgan 1993: 65) to be successful the TQM deals with a strong culture, commitment and communication.

Culture: A successful TQM organisation has created a culture in which; innovation is highly valued; status is secondary to performance and contribution; leadership is a function of action, not a position; rewards are shared through the work of teams' development, learning, and training are seen as critical paths to sustainability. The availability of this culture minimises the control role of those in leadership positions and maximises the power of employees nearest to customers. It gains energy from achievement and a sense of ownership of the problems and future of the organization.

Commitment: A successful TQM organization inculcates such a sense of pride and opportunity for development among its people (staff and customer) that there is a great deal of ownership for the goals of the organization among and among all employees. It extends to taking risks to achieve goals, as well as working systematically to keep others informed of the opportunity that exists for innovation and development. In the case of schools, there is, of course, plenty of commitment about teachers is very committed to their subjects to the work of their departments. But the extent to which they are committed to a shared goal for the whole school is problematic unless they have become committed by the sort of process.

Communication: A successful full TQM organization is one in which communication within and between teams is powerfully simple and effective. It is also one based on facts and genuine

understanding, rather than rumour and assumption. Communication flows freely from one area of an organization to another and between levels of the organization. TQM demands a free flow of communication. Vertically, horizontally, and diagonally. (Murgatroyd and Morgan 1993: 65- 66).

Successful TQM Implementation depends on five key features (vision, strategy, outrageous goal, teams and tool for daily management) and the 3cs. (culture, commitment and communication) (Murgatroyd and Morgan 1993: 66)

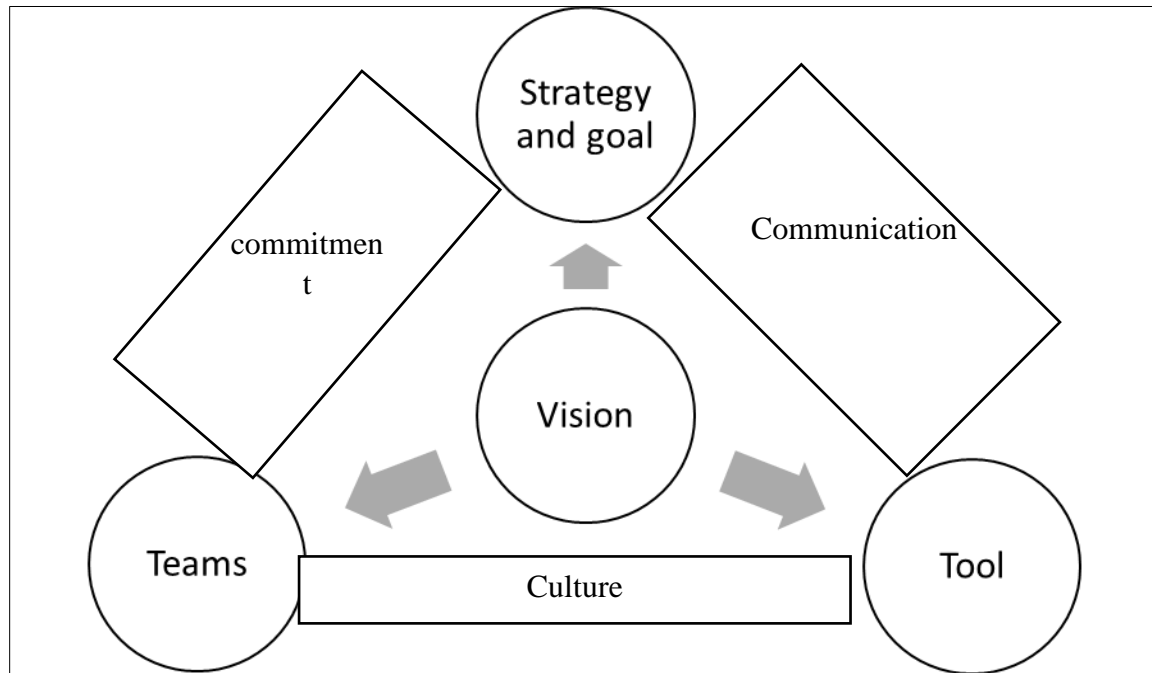


Figure 2. 3 The TQM model for school leadership. Adapted from Murgatroyd and Morgan 1994:67

To be successful in implementing TQM in addition to culture, commitment and communication organisation in general and schools in particular carefully analysis the customers' needs, conduct an assessment of the degree to which these needs are currently met and plan to fill the possible gap between the current and the desired situation (Koontze and Wehrich 2004:392).

Furthermore, to make the TQM Programme effective, top managers must be involved. They must provide vision, reinforce values, quality, set quality goals, and deploy resources for the quality programmes (Koontze and Wehrich, 2004:392). They also argue that training and development are also very important for developing skills and knowledge for the understanding of how to implement TQM.

Koontze and Weihrich (2004:393) any quality improvement effort need not only the support but also the involvement of management, from the top to the bottom, as well as the non-managerial employees. Persons need to be empowered to initiate and implement the necessary changes. In the modern interlocking organisation, teamwork often becomes a prerequisite for effective and efficient implementation. The quality improvement efforts need to be continually monitored and evaluated through ongoing data collection, evaluation, feedback and improvement programmers' is not a one-time effort; instead, it is a continual, long-term endeavour that needs to be recognised, reinforced and rewarded. When done effectively, TQM should result in greater customer satisfaction, fewer defects and less waste, increased total productivity, reduced costs, improved profitability.

TQM can be explained as a management approach to an organisation centered on quality, based on the participation of all its members and aimed at long term success through customer satisfaction. It benefits the members of the organisation and the society (Mbanje and Lunga 2015:90). TQM is a systematic and continuous approach that can be implemented in education for reformation. TQM can be implemented at different levels of education, including universities, colleges or higher education schools. While applying TQM in education, we can differentiate the level and working capacity of different members in the organization (Tyagi 2012:77). To enable the organisation to achieve its intended objective TQM is guided by principles (Sallis 2002:52). These principles are:

- **Leadership:** in the organisation, the knowledge and the skill that he /she has established a vision and purpose are critical issues for the accomplishment of the objective of the organization. Leaders play their roles in inspiring employees and allocate resources to perform the duties to ensure that the needs of staff, customers, the local communities and others are identified and met to bring school improvement (Sallis 2002:52).

- **A total approach:** the total approach to quality is an integrated effort, which involves every element of the whole organization and draws on the minds of and talents of all people at all, levels and in all activities.
- **A customer-driven focus.** An organization has to focus on its customer-supplier relationships, particularly on meeting the various needs, expectations, expectations and requirements of customers. The customer judges whether the quality of services and

products is by his or her expectations. It is, therefore, in the best interest of any organisation to build effective customer relationships to improve quality (Sallis 2002:52).

- **Empowerment of people:** The total quality management paradigm implies the delegation of function to the people who are closest to the customs provides a model for empowerment where these people are mandated to make decisions about how best to improve quality. The human element is crucial in that the talents, expertise and skills of every member of the organization are optimally utilized to bring about improvement.
- **Involvement of people:** To achieve their objectives the employees of the organization teachers and support needs to involve in the activities of the organization. Not only involved but also use creativity and innovation (Sallis 2002:53).
- **Process approach:** This refers to the good accomplishment of organizational objectives in designing a systematic approach to their management. This systematic approach includes the establishment of clear roles and responsibilities and identifying key activities. The systematic management of the teaching and learning process is what is required to conform to the requirements of the process principle.
- **Continuous improvement:** TQM is also a commitment to excellence with a focus on continual and incremental improvement. This is achieved using a multifunctional team, customer feedback, worker empowerment and data-based methods to build quality into the process (and not to inspect the end product). Continuous improvement is the objective of all quality systems. It is about ensuring that people have the training and skills required to make improvements and ensures that there is an organization-wide approach to the improvement of performance. Schools and other educational establishments need to be as concerned with continuous improvement as any other organisation. One of the key factors in this is the importance of staff training and development and the need to ensure that there is a systematic approach to the development of staff and adequate investment in their training.
- **Systems and process.** From the various descriptions, it is clear that TQM is conducive to quality improvement in organizational growth and renewal. From this perspective, TQM represents a quality management process that is concerned with people, systems and culture and which harnesses leadership, systems, thinking and employee empowerment to

continuously improve the organization's capacity to meet current and future customer needs. The optimisation of systems and processes is aimed at improved quality, greater effectiveness and change of the organisational culture (Westhuizen 2007:291-292).

- **Systems approach management:** It refers to considering the interrelatedness of each process in the organization for the realisation of organisational objectives. To realise the objectives of the organization it must be ascertained that there must be established workable system and set achievable targets and goals.
- **Factual approach to decision making:** This refers to making all decisions; all decision-makers and employees of the organisation based on information and data. It ensures that data is available and decisions are informed by available information. Data on learners and their performance and such things as the value-added being given to them through the educational process is important to good decision making in education.
- **Mutually beneficial supplier relationships:** any organization is in a mutually beneficial partnership with its suppliers that can create value for both parties. It is about clear and open communication, undertaking joint projects and pooling expertise of the realisation of the objectives of both parties.

According to (Munoz, 1999:6 cited in Tekalign 2016:53) TQM is considered as a strategy in which both management and employees work together for continuous improvement.

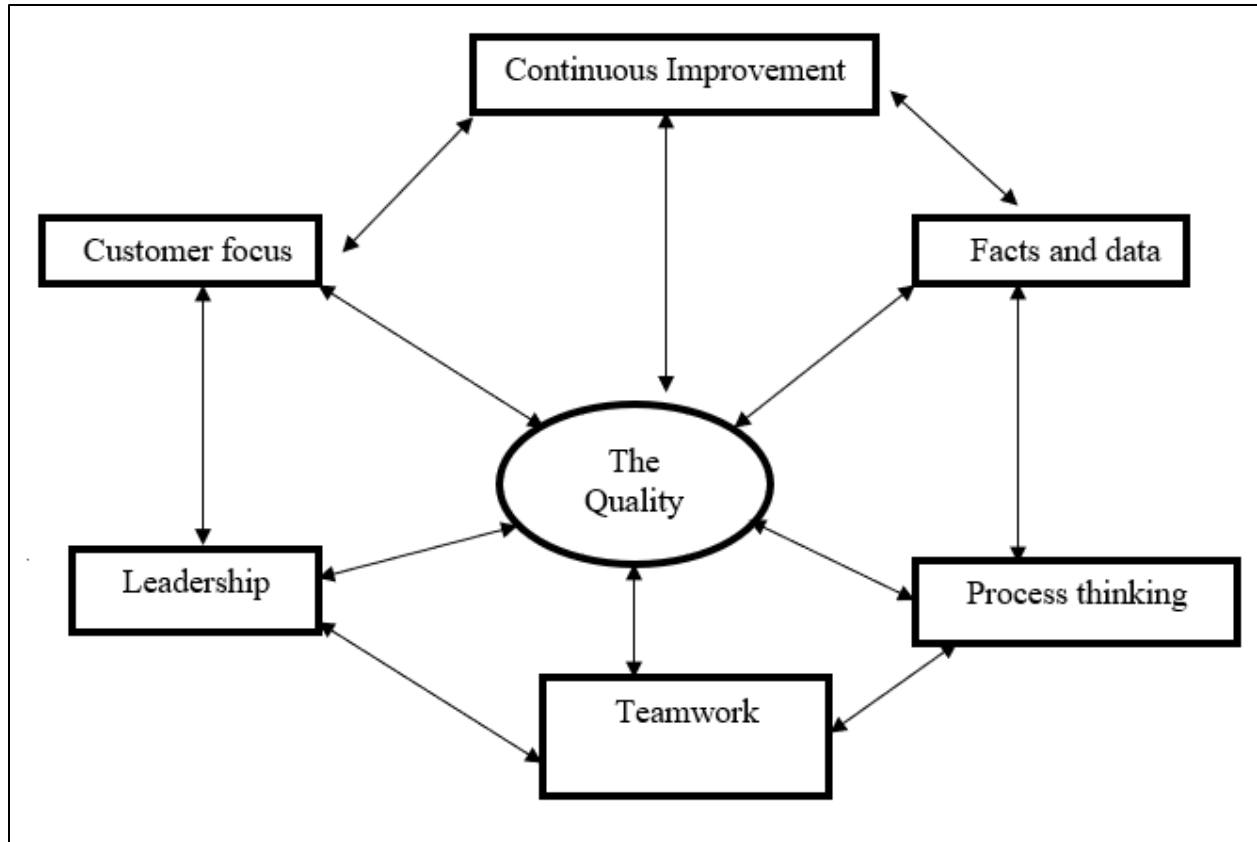


Figure 2. 4 Total Quality Management in school Improvement programme (Adopted from Irwin, 1993:15 cited in Westhuizen 2007:299).

As it can be seen in figure 2.4 above school improvement programme is a cyclical process of TQM for effective school improvement. This cycle begins with continuous improvement, design school improvement based on facts and data, process thinking, team spirit, effective and efficient leadership, and learners and parents focus.

To examine the implementation of school improvement programmes in primary schools of Oromia Towns Surrounding Finfine TQM model is chosen because it enables to study of the interaction of the elements of the above cyclical process. It also enables school leadership to plan properly the implementation of school improvement programmes to increase learners' achievement. In addition, TQM is a systematic approach designed to enhance performance, it helps to forecast mistakes that hinder the proper implementation of the school improvement plan. As a result of this, it can influence the leadership and management of schools in a positive way (Tekalign 2016: 55).

2.8 CONCLUSION

In this conceptual and theoretical framework of the study, the concept of quality in general and quality of education in particular presented as defining quality is an enigmatic concept to define. Quality is subjective. The quality of education is also defined from different perspectives. The contribution of quality education and characteristics of the quality education system was discussed.

School improvement as a strategy to ensure the quality of education is also discussed. The concern of school improvement is changing the culture and climate of the school. Thus, school improvement and change; principles of school improvement; the importance and objectives of the school improvement programme were discussed.

Finally, the theory and model used to frame the study was also forwarded. Accordingly, the system theory and Total Quality Management Model were selected. The reason why they were selected was explained. The next chapter explained a review of related literature.

CHAPTER THREE

REVIEW OF RELATED LITERATURE

3.1 INTRODUCTION

This chapter deals with a review of the literature related to the problem under the study. Accordingly, it gives due attention to the introduction of modern education to Ethiopia, the influence of different nations on the Ethiopian education system and the Ethiopian education system during the Federal Democratic Republic of Ethiopia (FDRE). It also deals with school improvement in the Ethiopian context including its domains, the strategies and challenges of implementation of school improvement, the role of different administrative structures and stakeholders in the implementation of school improvement. Finally, it provides the conclusion of the chapter.

3.2 INTRODUCTION OF MODERN EDUCATION TO ETHIOPIA

Before the introduction of modern Education to Ethiopia; the Orthodox church and the mosque were the only institutions that were responsible for the provision of religious education (Seyoum, 1996:3-4). Michael (2009:451) argues that as a result of the absence of institutions that provide modern education the country, Ethiopia, followed a traditional pattern. He further explained that most of its citizens were illiterate. As a result of being illiterate; they learn about life from their respective families and societies by observing and imitating through oral traditions.

According to Michael (2009:451), few citizens who were literate acquired knowledge about life from the education provided at church and mosque. Similarly, Seyoum (1996:3-4.) stated that the Church and the Mosque provided religious education to promote their respective doctrines. The church contributed to the country to develop her own written script which made her the only country in Sub-Saharan Africa to have a written script of her own. Inconsistent with this argument, Amare (1967:1) mentions that the Ethiopian Orthodox Church is the principal agent in the preservation and transmission of the nation's cultural heritage to prepare young men for the service of the Church as deacons, priests and scribe.

The purpose of church education is not to extend the understanding of the world, but rather to lead men to accept the existing order of things as it is, to preserve whatever has been handed down

through years, and in turn to pass it on unchanged to the next generation. For this reason, unquestioning submissiveness both to the social and natural order is considered the highest of virtues (Amare 1967:4). From the above literature what can be concluded is that the education system of the country strives to maintain the status quo. On the contrary to this, Emperor Menelik, the ruler of Ethiopia from 1889-1913, was interested in the prevailing international order, modernizing Ethiopia and the training of interpreters for international communication (Zewdie 2000:105).

As Bishaw (2012:54) argued that the emperor was convinced to enable education to contribute to maintaining Ethiopia's sovereignty. Emperor Menelik II strongly believe that the building of Ethiopia as a modern state and strengthening of existing political power necessitated the introduction of modern education (Seyoum 1996:4; Melese and Tadege 2019:1).

Emperor Menelik II opened the first modern school at Addis Ababa in 1908 (Teshome 1979:28; Pankhurst 1968:676; Siyoum 1996; USAID 2012a:1). However, the introduction of modern education was opposed by the clergy and the aristocracy. Because they fear that modern education could serve as a mechanism to introduce another religion other than the orthodox and introduce the new idea that resists the status quo (Seyoum 1996:4). As a result of this opposition; the development of modern education was careful and slow (Seyoum 1996:4). In consistence with this idea, Amare (1967:10) stipulates that the church has continued to resist all forms of innovation and/or change, even if such change and innovation may contribute to the advancement of national culture. To loosen the opposition of the church Emperor Menelik had negotiated with the church to introduce Ethiopia into the modern world. Among the effort he made to loosen the resistance was: He promised to hire foreign teachers who have the Coptic faith. He also gave the church complete freedom to run its schools (Amare 1967:10). The following section deals with the Ethiopian Modern Education System.

3.3 ETHIOPIAN MODERN EDUCATION SYSTEM

After the modern school is established in 1908 in Addis Ababa by the then ruler of Ethiopia, Emperor Menelik II, attempts were made by the governments, foreign communities and missionaries to establish modern schools across the country (Bishaw 2012:54). Starting from its inception in 1908 Ethiopian modern education system is influenced by different nations' education systems (Melese and Tadege 2019:3; Seyoum 1996:92).

The following subsections deal with the influence of these nations on the Ethiopian modern education system.

3.3.1 The Ethiopian Education System during the Influence of France (1908-1935)

MOE (1996:92) assert that this time is the time in which secular education is introduced to Ethiopia. Bishaw (2012:54) explain that from its inception in 1908 up to 1935 objectives, contents, organisation of the school its management, method of teaching-learning process and assessment methods of the Ethiopian modern education system was influenced by France education system. The objective of education during the influence of France was mastering various foreign languages: French, Italian, English and Arabic. In addition to these foreign languages; Ethiopian languages, Amharic and geez were also given for twenty years (Melese and Tadege 2019:3; Tekeste 1996:102). According to, Melese and Tadege (2019) the writers and commentators of the education field in Ethiopia blame the then schools as mere language schools. It can be concluded that the Ethiopian Education system during this time was blamed as its focus was on languages, Ethiopian languages and foreign languages. Because the objective of education of the time is to produce language interpreters. On the contrary, to this argument, as stated by, Adane 1993. cited in Bishaw (2012:54) in addition to these language courses other courses such as religion, mathematics, law and calligraphy were given.

During the influence of France on the Ethiopian modern education system, the medium of instruction was French. In addition, during this time the curriculum is not standardised and uniform at the country level. As a result of this; the selection and organization of the content were determined by the principals and teachers who were in France (Bishaw 2012:5). As Zewdie (2000:114) suggest this approach, the application of French methods to Ethiopian learners was challenging. Because the assessment methods used during this period did not consider the language of Ethiopia. Learners in most schools were required to sit for the France Government Examination of Competence. The following sub-section deals with the Ethiopian education system during the Italian occupation.

3.3.2 The Ethiopian Education System during the Influence of Italian Occupation (1935-1941)

The effort that was made by Emperor Menelik II and followed by Emperor Haile Selassie, to modernise the country through Western education was interrupted by the Italian occupation. Even

though the period of the occupation was short-lived; it made many harmful acts to the country. Among these: The few existing schools were closed down and used as military campuses and hospitals for the military of the fascist (Tekeste1990; Bishaw2012:56-57; Seyoum 1996: 3). Bishaw (2012:56-57) and Seyoum (1996: 3) concur that the only school that was opened in the country was that of the catholic mission which emphasised religion, the Italian language and serves the Mussolini. In addition, few Ethiopians who were educated during the France time were killed or joined the guerrilla fighters of the Country.

In general, Fascist Italy's education policy aimed at providing native education that makes Ethiopians merely loyal servants of their Fascist Italian masters (Seyoum 1996: 3). In supporting this idea, Bishaw (2012:57) stated that the main objective of the education of this time was creating loyal citizens to Italy. The education of the Italian occupation period aims at such activities: reading, writing, simple arithmetic, semi-vocational skill training and internalising fascist values. Bishaw (2012:57) explained that the Education policy of this period was not promoting equal access to education for both Ethiopians and Italian children. The policy and its implementation promote discrimination. The following subsection deals with Ethiopian education during the British influence.

3.3.3 The Ethiopian Education System During the Influence of British 1941-1952

According to, Seyoum (1996:4) the liberation of the country from Italian occupation in 1941 was followed by the British influence which is also considered as the reconstruction period. The government of Ethiopia during the British influence /construction period was also convinced that educating its citizens contribute to maintaining the independence of the country. As a result, the government encouraged the development of education and the effort to modernise education started all over the country again. Because the government of Ethiopia, during the period of British influence understood that the backwardness of the country contributes to the occupation of the fascist Italians. Therefore, the government of this time decided to make every effort that can contribute to the development of education. As a consequence of this, many schools were opened in different towns of Ethiopia. The British, which helped the country to be free from the Italian occupation, began to influence the education structure; the organization of the education system. The following subsection deal with American influence on the Ethiopian modern education system.

3.3.4 The Ethiopian Modern Education System During the Influence of America (1952-1974)

During this time Amharic, one of the Ethiopian languages, was made the medium of instruction at primary school (Bishaw 2012:58-59). As their influence on the Ethiopian education system increases Americans started to hold positions of principalship and teaching. They also began to participate in the process of policymaking (Zewdie2000:107). Even though attempts were made to Ethiopianise the Education system, during this time there were many problems. Among these problems according to, (Lemlem 2010:60) were lack of inability of the economic sector to accommodate graduates of secondary school; and unequal access to education throughout the country.

To address the aforementioned problems; the government established a task force to study the problem of the education sector of the country. This study was named education sector review (ESR). ESR aimed to:

- Analyse the education and training system of Ethiopia;
- Analyse the capability of Ethiopian education to promote economic, social and cultural development;
- Make the education sector relevant to the society, national integrity and development;
- Prioritise studies and investment in education and training (Seyoum 1996).

However, the result of ESR was not accepted. The reason why it is not accepted was: It didn't take into consideration the socio-economic and psychological condition of the country and the method of study was inappropriate and elitist. As a result of these, teachers and students protested against the implementation of the ESR recommendations. This opposition was contributed to the downfall of the Haile Selassie regime (Bishaw 2012:62). As a result of this, the military regime came to power in 1974. The following subsection deals with the education system of the Influence of Socialist Countries.

3.3.5 The Ethiopian Education System during the Influence of Socialist Countries (1974-1991)

As Emperor Haile Selassie regime fell down education was considered to be the major instrument to secure political power (Melese and Tadege 2019:3). Inconsistent with this idea, Tekeste (2006) and Bishaw (2012:63) also explain that Marxist–Leninist ideology became the central theme that

guided the political, economic, and social life of the country. As a result, the curriculum during this period was highly politicised and learners were required to take courses in political education (Tekeste 1990; Bishaw2012:63). At this time socialist European countries such as East Germany, Bulgaria and Hungary were served as policy advisors of the education system of the Ethiopian government.

The main concern of this education system was “serving better the interests of the masses and enhancing its contribution towards the establishment of a socialist society” (Zewdie 2000:79). To do so aims, content and educational materials were prepared to fit the principle of the socialist system. Education aimed to “cultivate Marxist-Leninist ideology in the young generation to develop knowledge in science and technology, in the new culture and arts and to integrate and coordinate research with production (Tekeste 1990:20). From this general objective of the socialist system three slogans: “Education for production, for scientific research and political consciousness” were derived and served as the guiding principle. Teachers and learners are forced to participate in political and propaganda activities. Teachers Participate in administrative activities out of the school rather than academic affairs. In the same way, learners also spend their time on political-related activities rather than their studies. Schools' resources were used for political propaganda, military and related activities. As a result, the quality of education deteriorated (Seyoum 1996:9). In line with this, He further argued that as the result of the deterioration of the quality of education there was a need for reform. Thus in1983, the Ministry of Education responded by launching a project known as the Evaluative Research on the General Education System of Ethiopia (ERGESE).

According to, Michal (2009:4520) the finding of ERGESE state that almost all subjects were poorly presented, lacking clarity, coherence and consistency; learners were not understanding the objective of education and the teachers disliked their work.

Based on the findings of the ERGESE recommendation were given by the task force to improve the quality of education of that time. The recommendation in general focused on the steps to be taken to enhance the teaching profession down to the setting up of counselling and guidance services for learners. Even though most of these recommendations were relevant and timely to address the problem they were not implemented because of the shortage of resources (Seyoum 1996:21-22). As a result of this, the regime continued the education system as it was until it was

defeated by Ethiopian People Revolutionary Democratic Front (EPRDF) in 1991. The following subsection deals with the Ethiopian Education system during the Federal Democratic Republic of Ethiopia.

3.3.6 The Ethiopian Education System during the Federal Democratic Republic of Ethiopia (1991 to Present)

According to the Ethiopian transitional government prime minister's office 1994:8 cited in Michael (2009:453) the transitional government identified the main problems of Ethiopian education. Among these problems: are top-down policies; too much influence of expatriates; unrealistic educational objectives. As a result of these main problems the education systems in the past regimes, however, were associated with problems of quality, relevance, access, and efficiency (TGE 1994). To address these problems, a new education and training policy was developed in 1994 (Melese and Tadege 2019:1).

The major features of the policy include the reorganisation of the curriculum and introduction of ethnic languages as a medium of instruction, giving due emphasis to active learning methods, continuous assessment, self-contained classroom and special needs education (Melese and Tadege 2019:3; TGE, 1994).

The new Education and Training Policy (ETP) along with its strategy was adopted in 1994. Expanding equitable access to primary, secondary and vocational education to meet the demands of the country and the economy, restructuring the education system, changing the curriculum to increase the relevance of education to communities and improving the quality of education throughout the system have been the focus of the Policy (MOE 2002). To implement this policy Ethiopian Ministry of Education developed a document that gave a global view of the Ethiopian educational arena that shows the direction for 20 years called the education master plan. This document in turn broken down into five years and named the short-term Education plan. This short-term education plan transformed into Education Sector Development Programme (ESDP) (Oksanen and Takala, 200:1 cited in Michael 2009:451). The following sub-section deals with ESDPs of Ethiopia.

3.3.6.1 Education Sector Development Programme of Ethiopia

In 1994, Ethiopia prepared a new ETP and has developed the implementation strategy and an action plan named EDSP (MoE 1998:1). The Education Sector Development Programme translates the policy statement into action (MoE 1998:1). According to, (Oksanen and Takala, 200:1 cited in Michael 2009:451) the basic aims of the ESDP are” “increasing access, improving quality ‘increasing effectiveness, achieving equality and expanding finance at all levels of education within Ethiopia. MOE (2002:1) assert that ESDP is a programme of action for the realisation of the goals of the ETP. In 1997 the Government of Ethiopia launched the first five-year ESDP-I within the framework ETP as a part of a twenty-year ESDP. The main aim of ESDP is to improve quality, relevance, equity, efficiency and to expand access with special emphasis on primary education in rural and underserved areas (MOE 2005:6).

The First ESDP which is named ESDP I cover the first five years of the 20-year program. It was started in 1997/98 with government funding and support from ongoing donor assistance.

It aimed at increasing the enrolment of students of primary school 30% to 50%; increasing the enrollment of children especially girls from 38 percent to 45 percent; improving the quality of education by providing textbooks for each child in core subjects; improving educational facilities and improving teacher training; making schools relevant by reforming the curricula; making schools efficient by reducing the number of children who drop out or repeat years (MOE 1998:3-4).

ESDP II which covers a period of three years (2002/03-2004/05) has been prepared in 2002 (MOE 2002:3). In 1994, Ethiopia as part of its Education Sector Strategy set the year 2015 as the target for achieving the goal of good quality universal primary education. Ethiopia renewed this commitment in the World Education Forum in April 2000 in Dakar. Therefore, ESDP II has made EFA one major component and addressed the EFA goals and strategies set in the Dakar Framework for Action (MOE 2002:6). Therefore, EFA goals were treated within ESDP II in an integrated manner, through a sector-wide approach. The components of the EFA are given prominence and considerable attention throughout the proposed program of action for achieving ESDP II goals. Increasing primary enrollment, with quality and equity, was the basic theme of primary education (MOE 2002:6). ESDP II was paid special attention to the question of equity. Strategies for improving gender equity are woven into the annual planning process to improve the intake of girls

into primary schools, teacher education programmes, community participation strategies, curriculum development. Special attention is also paid to improving access to education for the children of highly marginalised and pastoralist communities; narrowing the urban-rural gap in access to education and to reducing the regional disparities (MOE 2002:6).

The major objectives of the Primary Education during ESDP III, which lasted 2005/06 to 2009/10, was to raise enrollment, improve equity and quality, reduce dropout and repetition rates. Different approaches were used during ESDP III to expand primary education. In addition to expanding primary education, an attempt was made to provide quality education. To provide quality education; continuous assessment, improving internal efficiency and reducing the percentage of the double shift to increase the time on task for children were employed (MOE 2005:3235). Despite using these all strategies, the quality of education was not maintained as required. As a result of this during ESDP III, greater emphasis was given to quality improvement.

During ESDP IV in addition to working to maintain the achievements obtained during the past three ESDPs periods, a strong improvement in learner achievement through a consistent focus on the enhancement of the teaching/learning process and the transformation of the school into a motivational and child-friendly learning environment was the main focus. In ESDP IV the goal of general education was to generalise access to quality basic education to make sure that all children, youngsters and adults, with particular emphasis on females, acquire the competencies, skills, values and attitudes enabling them to participate fully in the social, economic and political development of Ethiopia and to sustain equitable access to quality. To this end, continuous assessment accompanied with action research, strengthening co-curricular activities and school-parent-community relations as well as scaling up best practices were used as strategies of maximizing learner achievement in ESDP IV (MOE 2010a:6-7).

ESDP V was the fifth medium-term plan which was served as the central strategy document for educational development in Ethiopia from 2015/16 to 2019/20 (MOE 2015:33). As asserted by the ministry ESDP V gave concentration on a few selected important policy priorities (for example, improving teacher quality, developing core foundation skills, reducing high drop-out and repetition rates and ensuring the relevance of middle- and higher-level training) rather than on trying to spread limited resources across too many priorities. To maintain the quality of education the

Ethiopian government introduces GEQIP in the ESDP III. The following sub-section deals with the General Education Quality Improvement Programme (GEQIP).

3.3.6.2 General Education Quality Improvement Programme

As it was explained in the paragraph above Ethiopia achieved good achievement in equity and access. However, it is not accompanied by quality. Achievements in access have not been accompanied by adequate improvements in quality. In some areas, quality has deteriorated at least partly as a result of rapid expansion. Within the framework of the ESDP III, the MOE has developed GEQIP and continuous to be implemented in the next ESDPs (MOE 2008:2) Accordingly, GEQIP is composed of a different component. Namely, Teacher Development Program, Curriculum, Textbooks and Assessment, Management and Administration Programmes and School Improvement Programme. Among these components of the GEQIP school improvement program is the focus of this study. The following section deals with the school improvement programme in the Ethiopian context.

3.4 SCHOOL IMPROVEMENT PROGRAMME IN THE ETHIOPIAN CONTEXT

According to the ETP of 1994, the Ethiopian education system has problems in terms of relevance, quality, access, and equity (TGE 1994). To solve these problems, the country designed the school improvement programme in its ESDP III to change learner performance through school improvement reform. The main focus of School Improvement lies in learner learning and the learning outcome. To this effect, schools should primarily identify their weakness and strength and prioritise each school domain and set goals; similarly, it is a continuous process wherein all members of the school community and other stakeholders contribute to the learner learning and improvement of their results (MoE 2011:3).

<p><u>Learning & Teaching</u></p> <ul style="list-style-type: none"> • Act of teaching • Learning & evaluation • Curriculum 	<p><u>Favorable Learning Condition and Environment</u></p> <ul style="list-style-type: none"> • School facility • Empowerment of students • Support for students
<p>Student Outcome</p>	
<p><u>School Leadership</u></p> <ul style="list-style-type: none"> • Strategic vision • Leadership behavior • School management 	<p><u>Community Participation</u></p> <ul style="list-style-type: none"> • Cooperation with parents • Community Participation • Promoting education

Figure 3. 1 Domains of Ethiopian School Improvement Source MOE (2011:3)

The domains of Ethiopian school Improvement are learning and teaching, school leadership and management suitable environment for learning and community participation (Kasahun et al. 2016:19); (MoE 2011:5).; (Gorfe 2015:124). These domains are interrelated to each other. Each one influences and supports the implementation of the other domains (Gorfe 2015:124).The following subsections deal with the domains of school improvement.

3.4.1 Leadership and Management

As stated by, Marishane (2011:1) at the end of the 20th-century changes in education leadership and management became an intense and worldwide issue on educational reform. It also continued to the beginning of the 21st century, because of the growing demanding nature of the school improvement. For the successful operation of schools, effective leadership and management have shown progress from time to time. In recent times, the difference between leadership and management has been recognized. In addition, recognising the school principals and senior staff members as good leaders as well as effective managers also took place (Bush 2003: ix).

According to Daft (2011:5-6) Leadership is defined as an influence relationship between the leaders and the followers who intend the real changes and outcomes that reflect their shared purposes. Leadership involves influence that occurs among people who require change that reflect purpose that is shared among leaders and followers. In other words, leadership concerns creating change, not maintaining the status quo. Daft and Marcic (2013:454) also define leadership as the ability to influence people toward the accomplishment of goals.

Dimmock (2012:6) generalise the definition of leadership as an 'influence process over a group of individuals, workers or employees aimed at gaining their commitment to shared values and goal and subsequent goal achievement' Leadership can also be defined as providing vision, direction and support towards a different and preferred state suggesting change. Thus, leadership, change and school improvement are closely interrelated. It could be said that leaders are change-makers and don't necessarily need to reside at the top of an organization (Harris and Muijs 2005:15).

Management is defined as the attainment of goals of the organization effectively and efficiently by planning, organizing, staffing, directing and controlling organizational resources (Daft and Marcic 2013:9; McManus 2006:9). They further argue that management may be described as "the activity consisting of those tasks that are performed to ensure that the mission of origination is fulfilled by planning and controlling its scope, schedule, costs, resources and communication.

After reviewing different kinds of literature, Briggs, Coleman and Morrison (2012:3) define Educational Management as studying the structure of the educational institute; the role and responsibility of the staff in organizing and directing the work of the institution including work activities decision-making, problem-solving resource allocation.

What could be generalised from the above definition of management is that; management is concerned with the control of resources and reporting how the resource was utilised to achieve the goal of the organization. Given the above definitions of leadership and management, it can be understood that the concern of leadership is challenging the status quo and introducing change. On the contrary, that management is accomplishing different administrative activities. It can be concluded that leadership strives to bring new way/s of doing things while management support the accomplishment of these ways.

Leadership and management can be compared in five crucial areas of organisations goal attainment. These are: providing direction, aligning followers, building relations, developing personal leadership qualities and creating outcomes. In providing direction; management focuses on detailed plans and programmes to achieve specific results. While leadership is concerned with a compelling vision of the future and plans for farsighted strategies for producing the change that required achieving that vision. In aligning followers; management is concerned with organising; staffing; developing policies; procedures; and systems to direct employees and monitor implementation of the plan. On the other hand, leadership is concerned with communicating the vision, developing shared culture and values that help to attain the required future state. In building

relations, the focuses of management are on objects such as machines and reports on taking the steps required to produce organizational goods and services while leadership focuses on motivating and inspiring people. In developing personal leadership qualities; people become part of a community and feel that they contribute something important. However, management provides answers and solves problems. Concerning creating outcomes management maintains a degree of stability, predictability and order through efficiency. On the other hand, leadership creates change (Daft 2011:15-19).

The above comparison of management and leadership shows that management involves in activities that are performed to ensure the attainment of organisational goals. Leadership concerns in compelling vision, developing strategies, introducing change and communicating these to inspire people for the attainment of the organisational goal. In other words, the concern of leadership is introducing innovative strategies for the attainment of the organisational goals and inspiring the employees through communication. The concern of management is on the activities which contribute to the implementation of these strategies for the attainment of organisational objective.

Deventer (2016:41) also argue that leadership concerns how and when tasks should be done. As a result, it focuses on supervising the implementation of tasks. Its main functions are communication, issuing of orders to human resources, who will implement tasks and providing motivation required to execute tasks properly. Management is concerned with tasks starting from identifying the organization's future needs to assure the extent to which goals have been met. The same author extends that leadership deals with the school activities which relate to mission, direction, inspiration and influence over others to structure and change activities and relationships. On the other hand, management is responsible for preparing and implementing the plan, getting things done and working effectively with people.

In the view of the above definition, the concern of leadership is developing a mission, showing direction, inspiring, motivating and influencing others. Management is responsible for the preparation of the plan and executing it for the attainment of the organizational objectives.

Deventer (2016:113) argues that management is broader than leadership. It includes managerial functions such as planning, organising, leading and controlling. Leading is only one of the management functions. Consistent with the idea of Deventer (2016:113); Clarke (2007:1) adds that leadership and management are different. He affirms that leadership is about direction and

purpose. Leadership looks outward and to the future and they see success in terms of change that will come in the future. Management is concerned about efficiency and effectiveness. Despite these differences both strong leadership and good management are very important to enable schools to be successful.

As Deventer (2009:68) recognises school principal is both leader and manager. As a leader and manager, the school principal performs the following functions. These are, defining and communicating a clear mission, goals and objectives; monitoring how teaching and learning are going on and monitoring and evaluating learners progress and promoting instructional climate to create a positive school climate in which the teaching and learning process can take place.

The above explanation shows that both leadership and management contribute to the attainment of organisational objectives. Given this study school principal should have both skills of management and leadership to contribute to the implementation of school improvement.

Educational management in practice involves delegation, which involves being assigned, accepting and carrying the responsibility for the proper functioning of a system in which others participate in an educational institution, educational leadership in practice is the act of influencing others in educational settings to achieve goals and thus necessitates actions (Connolly, James and Fertig 2019:505).

There are certain approaches of school leadership appropriate to address the challenges of the school leadership position. Though there are many in the literature some of them which are pertinent to this study discussed in the paragraphs below.

Transactional Leadership: refers to the relationship between the school community and the leader is based upon exchange for some valued resource (Bush 2008:15). In other words, it is believed that both reward and punishment motivate the staff members to achieve the intended goal of the school. Volante (2012:13) argue that transactional school leader controls followers by providing them with a salary, recognition, or intrinsic benefits for effective service. Accordingly, teachers and other personnel who have performed effectively will be rewarded. On the other hand, those who have performed ineffectively will be punished by school leaders. In line with this idea, Deventer (2016:30-31) addresses that the concern of transactional leadership is on motivating, followers by applying the higher-order needs. The other focus of transactional leadership is

monitoring the performance of followers and intervening when things go wrong. In addition, the role of the transactional leader is to give attention to the attainment of the organizational objective and create awareness to the employees of the organisation on how to achieve the intended objective (Harris 2002: 70).

Instructional Leadership refers to how teacher instruction and learner learning can be affected. The focus of Instructional leadership is improving the core process of school which is the teaching-learning process. In addition to focusing on the teaching-learning process; instructional leaders strive to change the activities of the school such as curricular content, teaching methods, assessment strategies and cultural norms for academic achievement (Hoy and Miskel 2013:439-440; Bush 2008:16)

Transformational Leadership: It refers to empowering the followers. Transformational leaders redefine the mission and vision of their school and encourage the teachers of their school to be committed and take steps to restructure their school to accomplish the redefined mission and vision. Transformational leaders are attempted to achieve three goals: helping staff members develop and maintain a collaborative, professional school culture; fostering teacher development; and helping teachers solve problems together more effectively (volante 2012). Harris (2002:70) indicate that the focus of transformational leadership is people work in the organization, not the organisation itself, it transforms the feelings, attitudes and beliefs of the employees in the organisation. In other words, it transforms 'school culture' which is the main aim of school improvement. The same author adds that transformational leadership is the style that offers the most promise for school improvement. Deventer (2016:31) concur that this type of leadership is more concerned with securing collaboration amongst staff than getting particular tasks performed. Transformational leadership mainly focuses on creating the commitment and building the capacity of the staff members. In other words, transformational leaders use idealised influence, inspirational motivation, intellectual stimulation and individualised consideration to transform followers' beliefs. In general, according to Leithwood (1994) cited in (Bush 2008:12) transformational leadership concerned about: building school vision; establishing school goals; providing intellectual stimulation; offering individualised support; modelling best practices and important organisational values; demonstrating high-performance expectations; creating a productive school culture; developing structures to foster participation in school decisions.

Distributed Leadership: refers to the interactions of leaders, followers, and their unique situations. In this type of leadership approach, the important one is not only the influence of the school principal, on the staff but also the influence of staff members on each other (volante 2012:14). Deventer (2016:33) states that in the organizations that follow the distributed leadership approach, policy formulation, decision making and planning of the activities made through the discussion between the leader and followers and the consensus will be reached. Power is shared between the leader and the followers to achieve the institutional objective. In line with this idea, Harris and Muijs (2005:14) explained that distributed leadership means allowing teachers to lead and to take responsibility for the areas of change of most importance to the school. These authors further point out that distributed leadership means creating the conditions in which the school principal and the staff people work together and learn together, where they construct and refine meaning, leading to a shared purpose or set of goals. Hoy and Miskel (2013:445) also add that distributed leadership involves teams and groups where the school principal and staff members work together.

Managerial leadership: The main concern of managerial leadership includes: setting goals, identifying needs, setting priority, planning, budgeting, implementing and evaluating. Managerial Leadership does not include the vision which is the main concern of other leadership approaches. Its focus is on managing existing activities instead of developing the vision for the future (Bush 2008:11). Deventer (2016:30) concur that the focus of the managerial leader is on the functions, tasks and behaviour with the assumption that if the functions and tasks are performed proficiently, the duties and responsibilities of the followers in the organisation will be facilitated.

Moral leadership: after making an extensive review of the work of different authors Deventer (2016:33) argue that moral leadership refers to the values, beliefs, and ethics of leaders. Moral leaders create a vision based on the core values of humility, love and truth which are also common to all ethics and value-based approaches to leadership. Moral leadership has a direct influence on the development of school culture. According to, Bush (2008:16) moral leadership; assumes that the critical focus of leadership ought to be on the values, beliefs and ethics of leaders themselves. The moral dimension of leadership is based on 'normative rationality; rationality is based on what we believe and what we consider to be good.

Participative leadership: Its main focus is on the participating staff members in deciding with the assumption of the participatory decision making to bring the effectiveness of the school, it helps

to exercise democratic principles in the school and it also enables the staff members for the leadership position (Bush 2008:12).

Interpersonal leadership: links to collegiality in that it stresses the importance of collaboration and interpersonal relationships (Bush 2008:15).

The aforementioned leadership approaches are not the only approaches of leadership. There are other lists of leadership in the literature. The school principal and school management team have to identify the leadership approach according to their school and staff context to get the benefit out of them.

Leadership contributes to learner outcomes in different dimensions that have a potential effect on positively influencing the learners' achievement. The leadership dimensions that contribute to learner achievement are: enhancing teachers learning and development; Setting goals and developing expectations; Focusing on curriculum: planning, coordinating, and evaluating the instructional activities; Allocating educational resources wisely; creating a disciplined and encouraging environment for the teaching-learning process. (Briggs, Coleman and Morrison 2012:5).

Whatever approaches of leadership the school follow leadership is very important to school improvement. The school can use the combination of these leadership or one of them according to the context of the school.

As Harris (2002:66) argues the importance of leadership to school improvement is acknowledged and supported the centrality of leadership to school improvement. Leadership influences learners and school performance. Hopkins (2001:114) argues that leadership contributes to school improvement. To this end, it is encouraging the quality of teaching and learning and building organisational capacity. Leaders have the responsibility to assure that learners are provided the necessary follow up and teachers also provided the necessary support to improve the quality of the teaching-learning process which in turn bring school improvement (Hopkins 2001:114). The role of the leader in school improvement is to ensure that the school is a learning environment for both staff and learners. To make the school the learning environment for both staff and learners, it is necessary to build the capacity of the school and to bring improvement in the school in different aspects. Successful leaders promote improvement in different ways. These

ways according to, Harris (2002:73) are consistent vision and values; maximising staff potential; creating a learning organisation and working with others.

It can be concluded that in today`s situation there is an interest for schools to be improved and sustained this improvement. To improve the school and sustained it, leadership is a key factor. Because leadership is primarily about learning together and constructing meaning and knowledge collectively and collaboratively (Harris and Muijs 2005:13). Accordingly, this study is going to examine how leadership is exercised to implement the school improvement programme in primary schools in Oromia Regional State Towns Surrounding Finfine. The following sub-section deals with Teaching and Learning.

3.4.2 Teaching and Learning

As one of the main concerns of the school improvement programme teachers will start the process of teaching and learning by identifying what will be taught before how to teach. In other words, teachers should make a decision on the content to be taught before deciding the method of teaching. When selecting the content of the lesson teachers have to consider: a variety of subjects taught in their school; type of behavioural change needed; individual differences of learners in the classroom and the standards of teaching and learning process set by the government of the country (Price & Nelson 2011:3). Consistent with the above explanation, Killen (2015:87) argues that what learners learn and how they learn are important in improving their achievement; because their learning experience directly influences their motivation and their future learning strategies. Therefore, teachers have the responsibility to make every lesson a positive and productive learning experience for all learners.

As the researcher argues to make every lesson positive and productive for all learners` teachers have to understand the curriculum taught in the school and prepares supplementary materials based on the curriculum to enrich the understanding of the learner.

To make every lesson positive and productive teachers must carefully plan the lesson. Planning of a lesson involves teacher`s decisions about learners need, goals and objectives, content, instructional strategies, lesson instructional media, classroom conditions and learner assessment before actual instruction takes place. The goal of planning is to ensure learner learning (Burden and Byrd 2013:2-3). As further stated by the same authors when making instructional planning decisions teachers need to consider; who will do what? When and in what order of instructional events? Where will the events take place? What is the amount of instructional time to be used?

And what are the resources to be used? That is, in planning the lesson issues such as content to be covered, instructional strategies, intended behaviours, instructional media, and classroom climate and learners' evaluations techniques will be designed. Planning the lesson is very important to teachers in different ways.

A well-designed lesson helps the teacher to: organise, sequence and become familiar with the content of the lesson. It also enables the teacher to use varieties of instructional strategies and activities over time; prepare a list of important questions or guidelines for a cooperative group activity. In addition, a well-designed lesson enables the teacher to incorporate techniques to motivate learners to learn in each lesson. It also provides substitute teachers and members of a teaching team with a specific plan to be followed if the teacher is absent. It also shows other members of a teaching team what the teacher is doing and how he is doing it (Burden and Byrd 2013:58-59). Killen (2015:90) also adds that planning the lesson helps teachers to make learners learning purposeful; effective and efficient. It also clarifies what a teacher wants learners to learn; consider multiple ways of helping learners' achievement; consider the needs of individual learners to guess challenges that might arise because of individual difference. It also enables the teacher to manage time effectively; guess the questions learners going to ask and prepare to answer them properly and ensure lessons are motivating, interesting and relevant to learners. After the planning of a lesson is completed, it has to be properly implemented as per the plan.

Burden and Byrd (2013:3) argue that implementation involves the actual execution of instructional plans concerning lesson delivery and assessment. Implementation can occur when a teacher and learners are interacting. Teaching skills that support implementation include: presenting and explaining, questioning, listening, monitoring, giving feedback, and demonstrating. In implementing instructional planning additional skills like monitoring learners' behaviour; enforcing rules and procedures, using instructional technology, exhibiting respect and creating a positive learning environment are needed.

After implementation of the instructional planning assessment of the teaching-learning process will be conducted. It is conducted to determine how well learners have achieved the learning outcomes; enable teachers to evaluate learners' progress and identify gaps in learners' knowledge and skills to put effort into their learning. Furthermore, assessment helps to determine which learners are ready to progress to further learning; diagnose learner difficulties; provide feedback

to learners; report learners progress to parents; determine what things need to be revised or re-taught and; identify ways of improving teaching and learning (Killen 2015:371). Chalchisa (2012:34) also asserts that after the planned lesson is delivered as per the plan teachers have to conduct the assessment of learner learning. Based on the result of the assessment teachers give additional support to underperforming learners. Besides, James and Gipps, 1998, in Kinde (2014:34) added that assessment helps to recognise a gap between the current knowledge and expected learning outcomes. In addition, assessment helps teachers to understand the level of learners' achievement to improve their instruction and give constructive feedback. In general, assessment can be seen by both teacher and learner as an enabling process that creates a conducive environment in which both take action to close the gap.

Assessment in teaching and learning process is defined as a process by which information is collected about the educational achievement of learners and interpreted to use for different educational purposes (Herlen and Qualter 2009:171) The same authors further elaborate that, an assessment conducted for two reasons in teaching and learning of the primary school. These are to use the information obtained from assessment to facilitate the learning of the individual learner. This is described as formative assessment or assessment for learning. Formative assessment is used to make decisions to facilitate the learning of individual learners, while the teaching and learning process is going on. The second reason why assessment of learning and teaching process conducted is to inform the concerned body about what learners have learnt at a certain time gap. This is described as a summative assessment. It is used to report learners' achievements to other teachers, parents and education officials. In other words, summative assessment is used to inform the progress of learners' achievement.

In general, Kasahun et al. (2016:19) further explain that the teaching and learning process describe the context in which the content of the curriculum of the school will be implemented. Its concern is increasing the outcome of learners' achievement through providing high-quality learning. Does high-quality learning occur when teachers make a sound decision on what will be taught? how to participate learners in their learning activities? and how the learning progress of learners will be assessed? These questions will be asked to decide the action to be taken for the future teaching and learning process. To do these: teachers; apply their contemporary professional knowledge,

establish a conducive learning environment; plan for success and assess for learning outcomes and deliver a high standard of learning.

Given the above explanation on teaching and learning as one of school improvement domain to effectively enable it to contribute for the achievement of the learners' teachers have to plan the lesson in considering: content to be covered, instructional strategies, intended behaviours needed instructional media, classroom climate and learners' assessment techniques. They also have to deliver the lesson in participating the learners in the lesson using active learning methods. And then assessment has to be conducted using different assessment techniques to take corrective actions.

According to MoE (2010b 12-13) in applying the teaching and learning process as one of the domains of school improvement teachers use active learning methods in the classroom to realise learners' achievement. Active learning method in this sense is defined as classroom activities like group work, individual assignments, reciting, games, and question and answer among others. MoE is encouraging teachers in all primary and secondary schools to use a range of active learning methods in the classroom. This is because the ministry is convinced that learners can learn more when active learning methods are used in the classroom. Research has found that the traditional teaching method is extremely inefficient as all learners must be taught with the same materials at the same point in time. And learners that do not learn quickly enough with this method can quickly fall behind, rather than being allowed to learn at their natural speeds.

Student center pedagogies attempt to place students at the center of learning through active Learning Approach. The teacher does not control learning, but rather facilitates, allowing students control over their learning process. Thus, a student-centered learning is believed to promote, educational experiences that connect to student to foster that connect to student to foster deep, meaningful learning (Farrow, Kavanagh and Samudra 2022:1).

To address the limitations of the traditional teaching method the MoE is strongly encouraging all teachers to use a range of active learning methods in the classroom.

Though there are many active learning methods in the literature MoE encourage teachers in Ethiopian schools to use mainly the following (MoE 2010b:12-13).

Class discussion: This learning method can be used with any class size, although it is typically more effective in smaller group settings. Class discussion requires the learners to think critically on the subject being discussed and to use logic to evaluate their and others' positions.

Think-pair-share: This learning method is when learners take a time to think about what has just been presented by the teacher (i.e., think), and then discuss it with one or more of the learners they are sitting next to (i.e., pair). This is followed by a class discussion or sharing.

Learning cell: This learning method is when a pair of learners study and learn together by asking and answering questions on commonly read materials. First, learners will prepare by reading a section of a textbook and then writing down questions that have about the reading. At the next class meeting, the teacher will randomly put the learners in pairs, where one learner will ask a question and they will both discuss it. Then it will be the turn of the second learner to ask his or her question to be discussed. During this time, the teacher goes around the class from group to group giving feedback and answering questions.

Collaborative learning group: This learning method is the teacher assigns learners into groups of 3-6 people and then give each group an assignment or task to work on together.

Class game: This learning method is considered an energetic way to learn because it does not only help the learners to learn the course material but it helps them to enjoy learning.

The aforementioned active learning methods are not the only best methods. Teachers have to access other active methods and use them depending on the nature of the subject they teach; the nature of the content; learner need and class size.

This study is going to examine the implementation of school improvement in Primary schools of Oromia regional state Towns surrounding Finfine. Accordingly, it is going to examine how the teaching and learning process is going on using the active learning method. The following subsection explained community participation.

3.4.3 Community Participation

The role of the school is to educate the children to enable them to cope with the global competition in an everchanging and dynamic world (*Said, Ahmad, Tahir, Ahmad and Hassan 2013:378*). This global competition needs citizens who have knowledge and skill on science and technology and democratic concept which enables the citizen to be well informed and more responsive to rapidly changing conditions (*Sharma 2008:72*). In line with this, *Said, Ahmad, Tahir, Ahmad and Hassan*

(2013:378) added that for education to enable the children to cope with the everchanging and dynamic world; there must be closer cooperation and collaboration between school and the community.

According to, Stefanski, Valli, and Jacobson (2016: 135) partnerships between schools and communities help to support student learning, improve schools and strengthen families involvement in the learning of their children at home and school to improve their achievement. Incongruent to this, Kirkhaug, Drugli, Klockner and Morch (2013:346-347) argue that Community involvement in general and that of parents in particular in school affairs has increased from time to time became an important aspect to help for the achievement of learners in the school.

On the contrary to the aforementioned idea, Said, Ahmad, Tahir, Ahmad and Hassan (2013:378) contend that most schools are run in isolation because parents and community think that it is only the job of teachers to educate learners and prepare them for global competition. This thinking has further created a distance between school and Community. Schools have to understand this different view and need to have to create the awareness of the community in general and parents in particular to get their contribution for learners at home.

Community refers to the group of people living together in one place or locality with the same interest. It also refers to a culture or ethnic or language group which has certain values that it believes to transmit its respective generation (Deventer 2016:376). Deventer (2009:256) also argues that to realise the transmission of values; the community is required to be involved in school affairs, such as governing the school for the benefit of its children. This is because according to, Ahmad and Said (2013:293) education is an activity in partnership with the community and school. They support each other to achieve their intended goal. In other words, the community supports the school to achieve its objectives and inversely the school also support the community to achieve its developmental goals. In strengthening this idea, Botha (2013:24-25) asserts that schools cannot survive alone without the community it serves. In other words, Sharma (2008:74) specifies schools cannot function successfully on their own. To function successfully schools, have to be connected to parents in particular and the community in general.

Community participation in school affairs can be exhibited in different forms Epstein (2011:46-47) explained these forms of community participation:

- **Parenting:** this refers to supporting family members to know the child behaviour. Knowing the child behaviour enables to establish a good home to create conducive learning conditions;
- **Communicating:** this refers to establishing a good relationship between the school and community to communicate school programme and the progress of the learner;
- **Volunteering:** recruiting and organising help and support at school, home, or other location to support the school and learners activities;
- **Learning at home:** schools guided families on how to help learners with homework and curriculum-related activities;
- **Decision making:** having parents from all backgrounds serve as representatives and leaders on school committees and obtaining input from all parents on school decisions;
- **Collaborating:** with the community; identifying and interpreting resources and services from the community to strengthen and support schools, learners and their families, and organising activities to benefit the community and increase learners` learning opportunities.

Olsen and Fuller (2012:131) explain community participation include any activity that is provided and encouraged by the school and that empower parents working on behalf of their children's learning. It also includes how children learn in three contexts. Namely, school, family and community. These three contexts must be integrated to enhance children education. Deventer (2016:376) adds that the community at large and parents, in particular, have a natural interest for its well-being and survival and for that of its children. Therefore, the community transmit the knowledge, values and skills that are peculiar and useful to its children. Furthermore, the school used to be the main institution for the transmission and acquisition of knowledge, values and skills; considered as an asset of the community. Because it benefits the community in one way and benefits from the community in another way.

Yan, Hou and Deng (2022:2911) state that parental involvement is mainly used to describe a variety of parenting behaviors demonstrated at home and school to improve children's learning and developmental outcomes. parental involvement at every stage of education is considered a crucial and indispensable component, particularly for decision-making regarding child's education at school and home, and communication with teachers. It is associated with positive outcomes of

children including improved language ability, reading skills, and social competence, reduced challenging behavior, as well as improved skill maintenance and generalization. Moreover, parental involvement is a two-way process that mutually benefits both parents and teachers. Through communication between parents and teachers, parents learn directly about their children's performance in school while teachers also obtain information regarding family values and the children's strengths and preferences, permitting implementation of more targeted teaching. In addition, the benefits of parents participation in particular and that of community in general in the children's education include the domains of academics, behavior within and outside of school, and attitudes that affect educational and noneducational outcomes. From an ecosystems perspective, children grow and develop within systems—the most important being family, school, community, and society (Simpso 2021:229).

The school should help and support the community by allowing school facilities for community affairs depending on their need. By doing this the school will create a conducive learning environment for the learners. As a result of this, children will like the school and continuing their education and be good citizens and be good to their family in particular and community at large. To improve the school: families, communities, schools and learners should be involved in the school activities (Epstein 2011:3). Similarly, Stefanski, Valli, and Jacobson (2016:136) suggest that schools served members of the community to hear public lectures, debate about civic issues, and use the school for recreation at night, on weekends, and during school breaks.

After reviewing research findings Kirkhaug, Drugli, Klockner and Morch (2013:347-348) stipulate that if students have problems in learning; parents discuss the problem with the teachers and are encouraged to participate in school activities and if the learners doing well their lesson parents decrease their participation. From this statement, one can conclude that the high participation of parents is the response to the problem. This shows that the participation of the parents in school is reactive. However, it should be also proactive. Community involvement in school activities has many benefits.

As Khosa (2010:16) explains these benefits are: increased follow-up of home study; improved learner performance; subjects will be covered on time; parents regularly visit schools and be interested in work of the school. In line with this explanation, Olsen and Fullen (2012:132) add that, as a result of community involvement in school activities: students achieve better grades, test

scores, better attendance, consistently complete their homework; have better self-esteem; more self-disciplined and show high aspiration and motivations towards school.

After reviewing different research output of different professionals, Ahmad and Said (2013:295) indicate that community participation in education: maximises the utilisation of resources; develop relevant curriculum and learning materials, identify and address problems that hinder the development of education; create a sense of ownership and develop a consensus among all the stakeholders; make a better decision; enhance learning opportunities; improved access, retention of learners and classroom attendance; improve children's readiness for school; ensure their balanced nutrition and health. Improves quality, relevancy, effectiveness and sustainability of all the educational initiatives; creates awareness among the communities to collect and contribute resources in cash, material or labour to school construction, gives teacher salaries and meets other needs of the school fees and voluntary services. strengthen the capacity of the school. Stefanski, Valli, and Jacobson (2016: 136) add that the participation of the community in the school affairs is contribute a lot to raising learners achievement increases the interaction of the school and families in particular and community in general. In addition, Botha (2013:24-25) concurred that parents in particular and/or community at large contribute to school governing, fundraising and keeping the security of the school.

Schools also benefit the community. Deventer (2016:385) explains that schools benefit the community in providing services such as evening classes for adults or making facilities for social affairs. This makes the school center of community rather than being dependent on community support.

To get the benefit from the community involvement school principal as an instructional leader should be aware of that community group and she/he should make clear to individual community members and community at large the extent to which the school benefited from their involvement. The local community which comprises many groups such as youth organisation, welfare group, town development committees, civic leaders and other local people support and contribute to the school in many different ways (Deventer 2009:256). Moreover, shea and Bauer (2012:236) argue that involvement of the community in general and parents and/or family in particular benefits learners, schools and community and/or parents. It benefits students in increasing their academic

performance and test score; better attendance, positive attitude toward school. Schools also get benefits from the community and/or parent involvement through improved teacher morale; high rating of teachers by community and/or parents; more support from family and higher student achievement.

Olsen and Fullen (2012:132) suggest that what is crucial to learners' academic achievement is not income or social status but the extent to which the learner's family can: create a home environment that encourages learning; explain high realistic expectations for their children achievement and future career and become involved in their children education at school and in the community. However, there is no common agreement about how parents and the community are involved in the learning of their children. Some educators expect parents to involve on their own. Other Educators and parents expect the school to tell them to involve in the education of their children and the activities they should perform. Both of these approaches waiting for involvement and dictating are affecting for involving or informing (Epstein 2011:4).

The researcher argues that as long as there is an agreement on the involvement of parent and community in the learning of the children both the school and community and parents should not wait for each other to involve. Any of them can take initiative to decide on what activities the community can involve; plan how to involve and when to involve. However, where community members and parents' educational status is low and even where there is parents and community members who cannot read and write schools should take the initiative to decide the area of involvement and plan it and design the strategies to involve parents and community.

After reviewing different literature Keller, Miller, LasDulce, and Wohrle (2021:150) state that parental participation in the education of their children include additional connections among family and school systems, leading to a higher achievement, improved academic outcomes and educational attainment. In addition, it contributes in better school attendance, stronger parent–teacher relationships and improved teacher morale and school climate. Moreover, both child and the parent get benefits from the participation of community in general and parents in particular. These are: socialising children to the importance of school, parents who are engaged at school form relationships with teachers and other parents, parents who are engaged in school have increased access to communicate with teachers and other school personnel. In General, when

schools, families and community groups work together to support learning, children tend to do better in school, stay in school longer and like school more.

To obtain the above benefit of community involvement school principals should be aware of the difference among parents and community members. Every member of the community and parent do not have the same interest, awareness, the same time the same knowledge and skill to involve in school activities. They do not encourage their children in the same way. The area of school activities that they can contribute also can be different. Therefore, school principals should aware of these differences and plan how to involve them according to their context and also how to create awareness.

Parents and community in the Ethiopian context contribute a lot to the improvement and transformation of schools. Accordingly, they:

- provide school uniform and educational materials;
- Provide the personal hygiene of their children;
- Make ordinary visits to the schools and check the school time of their children;
- discuss with the school officials and find solutions to problems such as disciplinary cases of learners, the problem of learners with special reference to girls in education, dropouts, weak performing learners.
- construct schools, additional classrooms and renewing the existing ones and provision of educational inputs (MOE 2011:12).

It can be concluded that to gain the importance of school community participation and benefited from it school has to be: responsive to community expectations, value diversity and encourage contribution. Positive futures and cultures of success are promoted as educational outcomes. Develop effective relationships with parents to support learner engagement with learning, enriches the curriculum through partnerships and activities involving the local community and resources, celebrate successful learning outcomes and promote its achievements across the wider community (Kasahun et al 2016:17).

This study is going to examine the implementation of school improvement programmes in primary schools of Oromia Regional State Towns surrounding Finfine in terms of community participation

as one of the school improvement domains. The following sub-section explained Conducive Learning Environment.

3.4.4 Conducive Learning Environment

In implementing school improvement both school climate and school culture contribute a lot. They contribute in psychological and symbolic aspects. The psychological aspect is affected by school climate whereas the symbolic side is affected by school culture (Osman 2012:950). The following sub-section deals with school culture and climate.

3.4.4.1 School Culture and Climate

These concepts, culture and climate, originate from different disciplines (Aldridge and Fraser 2016:293.; Lunenberg and Ornestein 2012:48). Accordingly, culture originates from anthropology whereas climate originates from Psychology (Aldridge1 and Fraser12016:293; Lunenberg and Ornestein 2012:48). In addition, Lunenberg and Ornestein (2012:48) also concur that the origin of culture in sociology. It is widely acknowledged that the school climate is a major factor that can affect and influence school improvement and change efforts (Aldridge1 and Fraser 2016:293). The effort to be made for school reform cannot be success full unless it is taken into consideration the culture of the school (Aldridge1 and Fraser 2016:293).

According to, Hoy and Miskel (2013:209) organisational culture and organisational climate are supplemented by each other to shape the total uniqueness of the school. This can be done through the interaction of the school community. Westhuizen (2007:150) adds that organisational culture and climate defined how the school community members interact with each other and the organisation itself. Similarly, Prokopchuk (2016:81) states that the interaction of the school community is crucial. Accordingly, in interacting with each other; the learners, staff, parents, community and administrative team need to work hard to build positive and authentic relationships. The positive and authentic relationship is in turn used to establish morals and values, culture and climate, innovation and sharing, change and support an environment that can contribute to the achievement of learners. The climate and the culture differ from each other. The following sub-section deals with the organisational culture.

3.4.4.2 Organizational Culture

Organizational culture, school culture, in this case, is considered as the “personality” of an organisation that shows the direction to the school community members; the way they have to think and behave in that particular organisation /school to perform their job. It includes the values, beliefs, interpersonal behaviours and attitudes towards the stakeholders which determine how the organisation does its job (Narayan,2016:36). Similarly, Deventer (2016:69); Narayan (2016:36); Robbins and Judge(2015:497); Koontz and Weihrich (2004:189); Hoy and Miskel (2013:209) argue that Organisational cultures are belief systems, norms, myths, shared beliefs -assumptions, values, stories, rituals and languages shared “symbols, ceremonies, and narrated ways of thinking that are characteristics of the people in the organisation and a system of shared meaning of the organisation/school held by members that distinguish that particular organisation from other organisation. According to, Westhuizen (2007:150) Organisational culture symbolises the totality of beliefs, values and norms are expressed in symbols, and customs, that are shared by all members of the school and motivate them to perform the activities of the school. The same author, further explains that beliefs, values, and norms are expressed in symbols and customs shared by all school communities, and motivates them to perform school activities and determine the characteristics manner in which everything in a school happens and functions.

One can understand the culture of an organization from how the employees of the organisation behave in the organisation. The culture of the organization can be exhibited in the form of the learning and transforming of the knowledge, beliefs, and patterns of behaviour over some time, it often enables the organizations to designs how the organization want its organisational structure and employees, how to behave and also it used to establish the rules of the game to the employees; the way they are going to behave in the particular organizations (Koontze and Weihrich 2004:189). Murthy (2007:118) adds that organisational culture is the system of shared values, beliefs, and habits within an organisation that interacts with the formal structure to produce behavioural norms, influence employee’s degree of job satisfaction and the level and quality of their performance.

As, MacNeil, Prater and Busch (2009: 74) stipulate to implement change in schools the school principal and other concerned bodies must understand the existing culture of the school and must interact accordingly. As the interaction between the learners, staff, parents, community, and administrative team is the key to bringing change in the school they need to work hard at building

positive and authentic relationships. As the result of their interaction and work hard morals and values, culture and climate, innovation and sharing, change and support, and environment and achievement can be improved. Organisational culture is the glue that holds the organisation together as a source of identity and distinctive competence (Bass and Riggio 2006:99).

3.4.4.3 Organisational Climate

After making the extensive review of the work of various professionals, Osman (2012:950) defined school climate as the relatively long-lasting perceptions which are shared among school communities about the characteristics of an organisation and its members and it also can be understood as the relatively last longing features that describe the psychological makeup of a particular school which differentiate one school from the other and influence the behaviour of teachers and learners, as well as the "feel" that the teachers and learners have for that school. He also argued school climate as the perceived subjective effects of the formal system, the informal style of managers and other important environmental factors on the attitudes, beliefs, values and motivation of people who work in a particular organisation. He further concurs that school climate is a replication of organisational structure and gives a school its peculiar personality which can differentiate the school from other schools.

School organisational climate is considered a universal concept that denotes how the teachers and other school community members perceive the environment in which they are working. The school climate can be influenced either positively or negatively by certain factors such as formal and informal interaction among school communities, personalities of school communities; and leadership style in that particular organisation. The organisational climate of a school is also describing the internal characteristics of schools that differentiate schools from each other and influences the behaviour of the school communities (Osman 2012:950).

An organisational climate can be described as how people working in the organisation "see and feel" the culture that exists in their respective organisation. In other words, it is how the employees of the organization perceive the organisational culture of the organisation (Armstrong 2006:305.). Voight (2014:310) describe that school climate refers to the social, emotional and physical aspects of the school environment which help to lay the foundation for high achievement of learners academically and other developmental outcomes. Burns and Machin (2013:310) assert that if

school climate is perceived as negative, it negatively affects the well-being of teachers and also negatively influence teaching performance. As a result of this, poor academic outcomes will cause.

School climate is a characteristic of schools that can influence various psycho-social factors that can hinder or facilitate learning. To enable the school climate to positively contribute to learning it has to be maintained or changed. school leadership is a critical factor in both the maintenance of a school's climate and in changing the climate. To make a change in the school climate, leadership has to be ready, capable and committed to leading the change (Bosworth, Garcia, Judkins and Saliba 2018:34).

To contribute to the implementation of school improvement in addition to school culture and school climate school physical environment is very important. The following Subsection deals with the school physical environment.

3.4.4.4 School Physical Environment

To enable schools to contribute to the quality of education; the school environment should be convenient for the learning and teaching process in stimulating purposeful learners' activity. Purposeful students' activities should be varied and in-depth to facilitate learning to bring the intended learning outcome. A conducive learning environment consists of physical, psychological and effective and efficient modes of service delivery elements (Reynolds et al 1996:11 cited in Kinde 2014:34). In line with this idea, Botha (2013:24) adds that the physical facilities of the school should create an inviting condition for both learners and teachers. It does not mean that school buildings and furniture should always be new. But it means that the school building and furniture must be maintained even if they are old. If not, they negatively affect the teaching and learning activities and as a result, create unsafe conditions. As further stated by the same author teachers must prepare their lessons to be delivered in the classroom. Learners also must have sufficient classrooms to avoid overcrowding and overutilisation of facilities of the school. School facilities and educational materials such as chalkboards, computers, potable water and enough light should work effectively. Moreover, learners can have sports and recreational activities which in turn allow learners to refresh their minds after the class which also helps to create a good relationship between their friends.

Another aspect of a conducive learning environment is the seating arrangement. It should be arranged to accommodate and facilitate the various learning activities that occur in the classroom. An effective seating arrangement enables to follow all learners and enable all of them to see the instructional presentation (Levin & Nolan 2014:153). In general, to make the classroom conducive for the teaching and learning process teachers should consider: Visibility, accessibility, flexibility, comfort and aesthetics of the classroom (Coetzee and Niekerk 2015:94).

Nhlapo (2020:2) conclude that the quality of education provided by schools can be affected by different factors. Among these factors physical environment is one. In other words, teaching and learning process does not take place in a vacuum. There must be structured environment which is well maintained and has functional school facilities. School facilities include material resources that improve teaching and learning and make these processes meaningful and purposeful. School facilities are supporters of teaching and learning process that increase the achievement of students. In general, school facilities can be considered as a vital instrument that initiate effective teaching and learning process. From the above literature what can be concluded is that to bring the intended objective the school facilities have to be full field and the school physical environment must be kept conducive.

Sanitation and hygiene of the school is also another important issue of the conducive learning environment. UNICEF promote good hygiene and sanitation practices across school communities. The objective of school sanitation and hygiene is to increase the quality of general education by creating a conducive school environment through hygiene and sanitation intervention. This intervention includes latrine utilisation, solid waste management, personal hygiene, hand washing, food hygiene and safe water management in the schools (UNICEF 2013:4-6).

A conducive learning environment is an environment that contains facilities that are adequate in number and comfortable in terms of the service they provide. These include a school playground, where girls and boys are provided access to physical exercise, adequate hygiene and sanitation facilities, clean water and health services. It includes reasonable class size, so that teachers can teach all children and all children can learn. There must be also school policies that promote physical and mental health. It has to be safe and secure for all children. As a result of the availabilities of these facilities, children are free to learn. In conducive learning, environment

learners have time to think and space to recreate. The learner can spend enough time to learn as the classroom and the school are safe, peaceful and orderly (UNICEF 2002:9).

A conducive environment is a school environment that promotes constructive and respectful relationships between school communities. In other words, a conducive environment is stable, welcoming and inclusive. In such an environment learners obtain varied learning opportunities. As a result of the opportunity, they get learners to participate in the decision of how they want to learn (Kasahun et al. 2016:17)

The presence of a conducive environment contributes positively to the achievement of the learning-teaching process. Accordingly, as Ethiopian Ministry of Education the conducive learning environment:

- Where safe and stable place, learners learn without fear of provocation, abduction and rape;
- where the discipline of learners is ensured and there is a normal relationship between learners and teachers;
- Where educational facilities such as adequate classrooms, learning and teaching books, reference books, laboratory, chemicals and science kit, sports materials and playgrounds, plasma TV, ICT center and material available and adapted with learners with special needs;
- where favourable room for teachers to plan their lesson, suitable staff room and recreational place for teachers, library service with updated reference books and computer and internet services available;
- where empower learners to discuss their problem of teaching and learning and search solutions for these problems;
- Empower teachers to make decisions related to academic issues;
- Where Educational cluster centers are established and equipped with the necessary teaching aids;
- Where school fence and compound kept attractive;
- Where electricity, telephone facilities and drinking water are supplied and
- Where separate toilets for males and females are available (MOE 2011:11-12).

Given the explanation about the conducive learning environment above; this study will assess the convenience of the school environment; physical facilities, of the school campus, safeness of school campus, suitability and availability of resources in the classroom, sanitation and hygiene of

the school for the implementation of school improvement. The following section described strategies of school improvement.

3.5 STRATEGIES OF SCHOOL IMPROVEMENT

Schools can be differing from each other depending on their performances. They can be categorised: low-achieving, underachieving, falling and highly effective schools. Therefore, to be improved these schools must develop certain strategies of improvement which can go vis a vis to the context of each category (Reynolds 2010:151). In other words, as it is argued by, Creemers and Kyriakides (2015:110) before developing the improvement strategies schools must conduct their specific need assessment. In designing the improvement strategies in addition to being dependent on their specific context schools also learn from the research outcome which helps the schools to be improved.

Makoelle (2011:75) concur that schools should apply varieties of strategies to be improved. However, before applying the strategies schools should be convinced of two assumptions. The First assumption is there must be a belief that school can be improved when educational structures above schools set the standards that schools should meet in their priority area. The second assumption is schools should monitor and evaluate their activities to check whether they meet the standards or not. Creemers and Kyriads (2015:2015) extend that school improvement as one of educational reform to be successful needs some strategies. Schools must develop certain strategies that fit their context based on the need assessment of their priority area. As the concern of this study is to implement school improvement schools first assess their priority area through need assessment and then to fulfil their needs; they must design strategies. In line with this idea, Meador (2017:1) stress that to be improved, schools should continuously look for new ways. Schools that do not progressively move forward are failing to increase the achievement of their students. Hence school leaders must design school improvement strategies. Reynolds (2010:151) adds that when designing their improvement strategies school need to benchmark the effective schools which include: a clear mission which is few, understood and agreed upon by all school communities with ambitious targets for pupil's academic achievement; carefully monitoring of activities; good benchmarking and openness about performance data; agreed model of teaching and consistency implementation of agreed actions in teaching, managing learning behaviour, attendance; focus on pupils at risk of failure; pro-active, extensive recruitment and targeted training, including the

delivery of the agreed to teaching methods; regular evaluation to ascertain the rapid, early and continuous impact of initiatives; maintenance of equipment in the highest working order; implementing the rules consistently.

The strategies of school improvement programme as argued by (MoE 2011:13-14) are: providing training to teachers, learners, parents and the community; non-teaching staff on objectives; importance, planning and implementation of school improvement; conducting self-evaluation to identify their strengths and weaknesses; developing school improvement programme plan and follow its implementation; establishing school improvement committee; conducting fundraising activities; conducting monitoring and evaluation; conducting experience sharing among schools and organising consultation forum each semester.

According to Clarke (2012:5-6); Clarke (2007:39-43); Deventer (2016:190-191) Maslow a psychologist who worked in the area of motivation, the theory describes five levels of needs for all human beings and put them in the hierarchy. This hierarchy is termed Maslow`s hierarchy of needs. It is represented usually by the triangle as shown in the figure below.

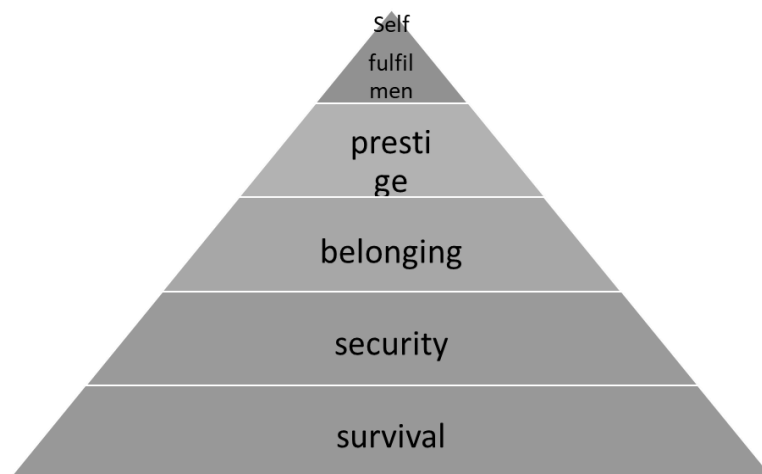


Figure 3. 2 Maslow`s hierarchy of needs Source: Clarke (2007:39)

Maslow`s needs are described as:

- Survival: the most basic needs that are used to sustain life. It includes the needs for food, water, shelter and sleep.
- Security: It is the need for being kept from fear of physical and emotional danger.

- Belonging: At this stage, individuals want to be a member of certain groups such as family, community, team and tribal or ethnic group.
- Prestige: This is the need of creating a relation to others. To be unique and hold certain status.
- Self-fulfilment; is about satisfaction with life. It is a need to become what an individual is capable of becoming including growth, achieving 'potential and self-fulfillment. This step represents the highest human need and is the full achievement of a persons' potential. Maslow`s hierarchy of needs provides a good model for school improvement.

As Clarke (2012:6-10) from this model 10 steps strategies of school improvement were derived. This step depends on each other. That is the success of one step is proceeded by the step before it. This step is:

- Step 1: create a safe school: This is ensuring that students are kept from physical and emotional danger. This includes building school fences and keeping from danger and gangs;
- Step2.Ensuring good order: This is creating good school community discipline at school which enables teachers and students to arrive at school on time and start the teaching and learning as per the plan. It also includes protecting, school days and lesson times never used for other activities other than academic purposes (teaching purpose). In other words, lesson time, school days, weeks, terms, semesters, and year should be used as per the programme.
- Step 3. Ensure a clean and well-maintained school: A school that is clean, neat and maintained is conducive for every learner. To make the school neat, clean and maintain the school standards established and monitored regularly.
- Step 4: Teachers teach: This step refers to all teachers being prepared for all being in the class and teaching every lesson appropriately. Teaching is the priority of each teacher. The school principals should monitor regularly whether teachers teach or not.
- Step 5: Good work is acknowledged: Teachers who performed well in the teaching-learning process should be acknowledged. Their good work and their performance displayed in their classroom and the corridor of the school.
- Step 6. A range of extra-curriculum activities is provided. Participation in extra activities has significant importance on how learners relate it to their lesson in the class.

To achieve its intended objectives the activities of the extra curriculum must be well organised and give opportunities for students with a wide range of interests to participate in the activities on the regular basis.

- Step 7. There are fun events for each grade and/or for the whole school: Special fun or events for learners must be prepared regularly.
- Step 8. students are involved in the decision that affects them: Learners has to involve in decisions that affect them.
- Step 9. parents are encouraged to become involved in the school.: When parents are involved in the activities of the school education becomes concerned of family. The involvement of parents in the school activity always benefits the learners. Because it enables both parents and teachers to know each other better which in turn strengthen the relationship between them and trust each other. As a result of better relationships and trust among them, they discuss together problems systematically experienced by the learners.
- Step 10. Parents and learners are kept informed of what is happening in school to make them feel like a part of the school. This involves informing parents and learners of the list of important dates for the year and other activities planned for the year to be performed. To do so schools should have a newsletter to inform parents what is going on in the school including learners` achievement.

The researcher argue that the aforementioned strategies cannot be the only strategies for all schools. That is “there is no one size fits all”. Therefore, in addition to the aforementioned school improvement strategies, the schools should design other strategies that fit their context. Schools must also use these strategies which fit their context.

In addition to the aforementioned school improvement strategies, there are also other strategies. Even though many are in the literature few are taken to make them manageable. The following subsection deals with action research as a strategy for school improvement.

3.5.1 Action Research as A Strategy of School Improvement

Action research is one of the strategies of school improvement (James and Augustin 2017:333; Cheng 2011:23). Action research is a type of research that requires the involvement of all affected

by it. In other words, it includes the researchers and the participant of the research (school community). It is conducted in the researcher workplace to solve identified problems encountered in the duty of the researcher focusing on finding solutions to specific practical problems of the researcher and participant (Salm 2014:96); Sedova 2017:228). In the same way, (Lodico, Spaulding and Voegtle 2010:314) defined action research as “any systematic inquiry conducted by the teacher, researchers, principals, school counsellors or other stakeholders in the teaching/learning environment to gather information about the ways that their particular schools operate, how they teach and how well learners learn”. USAID (2012b:2) adds that action research is a process through which teachers and others involved in education investigate their practice.

After conducting the wide review of the literature, James and Augustin (2017:335) describe Action research as an act undertaken by teachers to enhance their own or a colleague’s teaching and evaluate and implement whole school priorities; a process of systematically evaluating what educational decisions can cause in the performance of the school and correcting the decision if it creates the problem. This enables the school to maximise effectiveness.; committed action that gives rise to the development of knowledge. It is also an informed activity. Because other peoples’ views are taken into consideration. Action research is a process through which teachers research their institution, staff development facilitators to bring about change which in turn bring school improvement (Cohen, Manion and Morrison 2011:344). They further elaborate that Action research is a powerful tool for change and improvement at the school level.

Action research in education is any systematic inquiry conducted by teachers, principals, school counsellors or other stakeholders in the teaching-learning environment that involves gathering information about how their particular schools operate, the teachers teach and the learners learn (Gay; Mills and Airasian 2011:508). As a result, it serves to develop the professional skills and knowledge which enable to bring improvement in the educational process and outcomes. Educators involved in action research develop both personal knowledge and sensitivity about the ir practices and contribute to the professional knowledge of their field (Lodico, Spaulding and Voegtle 2010:313). They also generalise that, action research is a type of research that has been used in many fields among which education is one. Action research as its name implies aims to enact immediate changes in an educational setting. It can bring change quickly because the research is carried out by educators in their work settings.

Therefore, as argued by, Mulugeta (2017:738) it can be concluded that Action research plays a decisive role in the success of school improvement. Incongruent to this idea, James and Augustin (2017:336) argue that action research is considered to be an attempt to bring school improvement. They further elaborate that for true school improvement to take place it has to be in line with the interest of stakeholders to bring changes in learners' achievement in bringing change in the physical, social, and cultural aspects of the school.

Teachers solve the problems encountered in their school and their classrooms either individually or in groups. Whether it is conducted in group or individually; it is useful for effectively using the limited resources available and for seeking solutions to the pedagogical problems encountered at the classroom level and overall problem of the whole school. The effect of conducting action research could be improving teachers' career and professional development (MoE 2004:1). Similarly, James and Augustin (2017:333) further explain that Action research as one of the strategies of school improvement can be conducted either individually or in the group by teachers. Whether conducted in one of the aforementioned modalities it enables teachers to examine their work habits about improving learners' outcomes and for school improvement. Action research should not be taken as an additional activity. It is part of day-to-day activity. It should be integrated into the collaborative cycle of lesson preparation, daily classroom practice, lesson observation and the professional development of teachers to bring school improvement. The main purpose of action research is to improve practices and to generate a special kind of knowledge-based evidence through teachers working together. Mulugeta (2017:737) verify that educators, policymakers and practitioners agreed on;

.....action research is an important form of inquiry with a lot of benefits: Improving the teaching-learning process, fostering reflective thinking skills of teachers, serving as a source of professional development for teachers and school leaders, improving school practices and ultimately maximising learners learning outcomes.

In addition, USAID (2012b:8) state that action research enables the school community members, to focus on school issues, problems, or area of collective interest; informing parents, or education administration outside of the school, to know how the teachers are working their work and to what extent they are empowered to perform their activities by their own.; enables the teachers to develop professionally; encourage collegial interactions; influence schools for change and reflect on their practice. Mulugeta (2017:738) generalised that in the process of conducting Action research

teachers acquire the skills and knowledge of collecting data, reflection on their activity, self-evaluation and deep commitment for better teaching strategies. These help to the improvement of the teaching-learning process which in turn contribute to school improvement.

School improvement is not a one-shot act that can be brought overnight. Action research as one of the strategies of school improvement congruent with the school improvement approach is also followed certain logical steps as a process. This process comprises: reflecting, planning, acting, and observing (James and Augustin 2017:336). In supporting this idea, Voort and Wood (2014:1); Gay, Mills and Airasian (2011:508) state action research can be employed through different processes which are cyclical. Each cycle progresses through several steps: identification of the problem; designing the action plan, implementing the action plan, evaluating the action, reflecting on the lessons learnt. Karagiorgia, Lamprianou, Vassiliki, Leonidou, Aramanou and Symeou (2018:240) further explain that Action Research resembles a cyclical self-reflective, self-critical and critical enquiry activity, involving planning, carrying out, monitoring, reflection on events and action forward.

Given the explanation about the Action research as the strategy of school improvement above; this study will assess how teachers and other school management teams conduct action research for the good implementation of school improvement programmes in public primary schools of Oromia regional state Towns Surround Finfine. The following sub-section clarified school development planning as a strategy for school improvement.

3.5.2. School Development Planning as a Strategy of School Improvement

School development planning is one of the strategies for good implementation of school improvement. However, all school development planning may not lead to school improvement. The way school development planning leads to school improvement depend on the proper way in which school development planning is drawn up and the focus of priority areas that contribute to the school improvement (Xaba 2006:15). According to, JONES (1996:28) school development planning is a widely adopted approach to manage planned change. It also encourages enabling factors to support the implementation of different changes and innovations introduced in the education system (Xaba 2006:15). Because today all over the world there is always a continuous and fast-changing in all aspects of life such as economic, political and social. Schools as one of social organisation have to give respond to this fast-changing and accelerating demands of a

dynamic economic, political and social environment (JONES 1996: 28). As stated by, Deventer (2016:30) the purpose of school is to encourage the culture of teaching and lifelong learning through effective education. To realise this purpose; school principals and educators have to develop school improvement plans properly.

Falqueto, Hoffmann, Gomes, and Mori (2020:1041) state that in order to implement strategic planning, managers must be aware of the players present in both the external and internal environments of the organisation. The execution of such planning must be coordinated with a network of agents since the achievement of organisational objectives is influenced by the interests of the stakeholders involved in the process. The mutual influences in the organisation-stakeholder relationship will directly or indirectly affect the choice of strategies to be implemented.

Agi (2017:90) state that School development planning is a strategic roadmap used for good implementation of school improvement and effectiveness to enable the school to achieve its intended goals. He further argues that school improvement planning is a process in which priorities of the activities, the human and material resources needed for the implementation of school improvement are identified. In supporting this idea, Xaba (2006:16) explain school development planning is a systematic, collaborative and inclusive, ongoing and progressive process undertaken by the school to promote whole school effectiveness: school improvement, quality enhancement, staff development, partnerships, effective resource deployment, change management and priorities of the national education system.

Caputo and Rastelli (2014:74) generalise that the development of a school improvement planning is a fundamental aspect of all activities done in a school improvement endeavour. They also argued that school improvement planning is helped to bring the whole school improvement. School development planning is an important guiding activity to keep the school improvement continuous. As Agi (2017:90) states in developing school development planning schools have to take into consideration the following assumption:

- schools are the places where the priority areas to be identified to bring improvement in the education system;
- quality education is the outcomes of different contributing factors that are carefully planned and implemented;

- education requiring the collaboration of different stakeholders to contribute their roles through careful planning; and
- the school requires committed leadership that owns skill and knowledge as well as an all-around understanding of the activities performed in the school.

Among the tasks of the educational leaders' school development planning is the most important. Because it forms the foundation of all other management tasks (Westhuizen 2008:138). It also enables educational leaders to answer the questions used to decide what they want to achieve? when you want to arrive, who will be involved? how you are going to get to your destination? (Deventer 2016:130). Caputo and Rastelli (2014:74) add that school development planning help to determine where an organization wants to go, what is needed to get there, and how to know if it got there.

According to Agi (2017:90) school development planning promotes school improvement in several ways:

- a) Supporting systematic self-evaluation that enables the school community to identify priorities, progress and prepare adequately for the future;
- b) Directing school efforts for quality education and schooling;
- c) Supporting professional development for school staff;
- d) Partnering in school development;
- e) Mobilising and optimizing school and community resources and
- f) Supporting change and innovation.

In addition, Deventer (2016:130) states that school development planning gives purpose and show the direction to the school to realise the purpose of the school. It also involves other sub-tasks such as problem-solving, policy-making and decision making to fulfil the schools' primary purpose. Furthermore, the school improvement plan serves as the bedrock to bring continuous school improvement. It also serves as a monitoring and evaluation tool to measure progress and the effectiveness of the school improvement implementation. It also aims to introduce different aspects of change and innovation for school improvement (Xaba 2006:15). Caputo and Rastelli (2014:74) further argue that school improvement planning help to increase: the level of learner achievement by increasing the skill and knowledge of the teacher. Since teachers play a critical

role in the school improvement planning process they should actively participate and assume leadership roles in establishing priorities, setting goals, formulating implementation strategies developing strategies for improving the level of learner achievement, supporting the evaluation of the plan, pursuing professional development focused on the goals and strategies identified in the plan.

The process of strategic planning is an essential element in school development and focuses on improving the quality of learning by setting: strategies, priorities, targets and allocating resources. The commitment of all stakeholders to school improvement through the application of best planning practices is aimed at improving the quality of education in schools (Chukwurah 2015:143).; Clarke2007: 389). The school development plan has to focus on the improvement of the school (Clarke 2007: 389). To do so it must gather data. During preparing the school development plan now a day's schools are required to be depended on reliable data to bring the intended outcome from the plan (Caputo and Rastelli 2014:74). During gathering data to plan school improvement; planners must consider that data relates to enabling and discouraging factors to school improvement (Duke, Carr and Sterrett 2013:18). The Planners must gather longitudinal data from various stakeholders. Because different stakeholders have different views on what goes on in school. After it is gathered the data could be analysed.

Analysing the data in school improvement planning help planners to identify causes of problems of implementation of school activities (Duke, Carr and Sterrett 2013:21). The school improvement planning process involves developing various alternative courses of action. The alternative course of action involves those actions that enable to reach desired outcomes, evaluating them and choosing among them the most suitable alternative for reaching the outcomes (Deventer 2016:140).

To design effective and efficient strategies for effective school improvement planners should consider the following conditions.

- Involve everybody at all levels in the organization: particularly those who are involved in its implementation.
- Promote effective communication: communicate effectively to school communities in the school and with parents in particular and community in general.

- Create a desire for change: Communicate what is the benefits of doing things differently to achieve the objective of the school;
- avoid the fear of uncertainty.

In doing these the principal and the leadership team have a vital part to play among which: create awareness; why the change is needed; encourage them to innovate new ways of doing things; show the new direction, initiate them to take a risk by convincing them; what they are attempting to do is done to advance the organisation towards its new vision and goals (Clarke 2007: 391). Duke, Carr and Sterrett (2013:35) state that the most carefully developed School Improvement Plan is of little value if stakeholders do not take it seriously or if it is poorly implemented. Therefore, School Improvement Plans have to be regularly managed and monitored by the school principal.

From the aforementioned literature on the school development planning school principals have to participate all stake holders who are affected by it in the process of data collection and analysing. They also have to participate them in preparing and implementing the plan. Because it creates the sense of responsibility. As a result, this the quality of implementation is miximised.

In light of the explanation about the school development planning as the strategy of school improvement above; this study will assess how teachers and other school management teams, parents and community participation in planning, implementing and monitoring and evaluating the implementation of school improvement programmes in public primary schools of Oromia regional state Towns Surround Finfine. The following sub-section stated Teachers Professional Development as a Strategy of School Improvement

3.5.3 Teachers Professional Development as A Strategy of School Improvement

In today world there is a continuous change in different aspects such as technology, society, politics and the economy. To cope with this continuously changing world, countries must have an education system that fits this continuous change (Tuli and Tynjala 2015:1). Tuli (2017:275) add that education has forced different aspects not only to prepare citizens who can live in this dynamic world but also those who can change the world. He further explains that to prepare the citizens to change the world and adapt themselves to the changed context; countries have to transform their education systems to make their schools competent to make the citizens enable to live in change and able to change the world. The importance of teachers' involvement in school improvement implementation is not only change management but also leading professional development for

teachers. It also enables teachers to collaborate with and coach other teachers, and help in selection or development of the content and curriculum. (Simpso 2021:229)

To this end, schools have to build the capacity of their respective staff through professional development programs from time to time (Tuli and Tynjala 2015:1). Because as Mincu (2015:253) explain in a continuously changing world the achievement of a learner is dependent on schools' capacity to conduct teaching and learning process in their respective school context. Incongruent to this Dereje (2015:38) concurs that building the capacity of school aimed at meeting specifically the needs of learners in particular and that of the society in general in maintaining the quality of education. To this end, schools need reform which aims at major changes in school improvement.

Teacher professional development has been implemented in different roles depending on cultural, social and environmental condition. These are external and internal factors. These factors affect teacher's professional development to make changes for sustainability of education. The external factors are from stakeholders, students, parents, colleagues, school administrators and society. There are perspectives and expectations of sustainable development on teachers to increase their role in education. The internal factors include the understanding of the role of teachers, the importance and expectation in their profession (Makovec, 2018 cited in Meesuk, Wongruga and Wangkaewhiran (2021:31)

Similarly, Mincu (2015:253) states that as one strategy of school improvement, teachers' professional development help to contribute to teachers quality which in turn enable learners to progress in their learning and achievement. According to, Dampson, Antor and Eshun (2018:104) professional development is the overall continuous approach aimed at improving school principals and teachers' effectiveness in improving the achievement of learners.

Fullan (1991) as cited in Tuli and Tynjala (2015:2) also defined teachers' professional development as the total of formal and informal learning experiences throughout a teachers' career from pre-service teacher education to retirement. Koye, Yesewzer and Yonas (2015:49) stipulate that teacher's professional development enable both school principal and teachers to increase their knowledge and skill to increased experiences and examine their teaching systematically. In addition to this Dampson, Antor and Eshun (2018:105) argue that teachers professional development can improve the activities of the school as well as the professional qualification of teachers which in turn contribute to the school improvement. Dreera, Dietrich and Kracke

(2017:208) add that teacher development programs are considered as a common way to consider school improvement through enabling teachers to acquire knowledge, skills, and motivation. Incongruent to this, Penninga, Wijkamp, Hogenstijn, and Wolfensberger (2018:2) stipulate that teacher professional development is planned to improve the knowledge, attitudes, and learning behaviours of teachers. Teachers Professional Development designed to combine teachers' professional knowledge, skills, and attitudes, for the purpose of improving student learning. Li, Liu, Yang, and Tripp, (2022:1032). As a result of this, the change in the teaching-learning process and other classroom activities; attitudes and beliefs of teachers, and the learning outcome of learners will occur. In addition, as concurred by, Dampson, Antor and Eshun (2018:104) teachers professional development enables individual teachers to improve the knowledge of the content of the subject they teach and how they teach. It also enables them to identify the need of each learner, the way they behave in the classroom and why they behave in that way.

Dreera, Dietrich and Kracke (2017:208) stipulate that to realise this; school teachers need training and continuing education to teach effectively and systematically to bring school improvement. In-service teacher development programs aiming at the improvement of teaching behaviour can affect lesson planning and teaching strategies and eventually learners 'achievement. In addition, they further explain that different strategies have recently been developed to empower teachers as change agents for school improvement at the school level. Professional development of teachers is considered to be crucial in maintaining and enhancing the quality of teaching and learning in schools (Tuli 2017:275). Because they provide opportunities for teachers to learn and grow within the profession. This in turn brings a positive influence on learner learning (Tuli and Tynjala 2015:1). They further specify that the need for continuous professional development of teachers is increasing from time to time worldwide to cope effectively with ongoing changes to improve the quality of education. Accordingly, teachers in the school must have the necessary knowledge of the contents of the subject; bring about changes in teaching methodology and classroom management. In addition, teachers` development programme promotes active learning, problem-solving, and learner-centered teaching methods. In Ethiopia, teachers' professional development focuses on improving the teaching-learning process, with the priorities of introducing active learning, practicing continuous assessment and managing large classes (Koye, Yesewzer and Yonas 2015:50). Because as stipulated by, Tuli and Tynjala (2015:1-2) the professional

development of teachers is considered to be an essential component and strategy in efforts aimed at improving the quality of the schools which leads to school improvement.

Tuli and Tynjala (2015:1-2) also view that effective professional development opportunities for teachers enable teachers to increase the knowledge and skill of teachers to improve classroom practices and will have a positive impact on learner learning and achievement. Nowadays schools are pushed to increase learner achievement in providing teachers professional development.

To update their knowledge, skill and attitude to bring the school improvement teachers should be involved in various professional development programs. In other words, the aim of teachers' professional development programmes is to improve their knowledge, skills and attitude that could effectively address the needs of their learners (Dereje 2015:39). School improvement is not an isolated process that can be implemented not only by higher-level educational administrators. But also, teachers play an indispensable role in school improvement and are pivotal in promoting high levels of achievement in all their learners. In strengthening this idea, Dampson Antor and Eshun (2018:104) specify that the professional development of teachers is essential in improving learners' learning. They also furtherer justified that prominent improvement in education rarely takes place without the support of professional development. Therefore, it can be concluded that the professional development of the school principal, deputy principal, department heads and teachers has become a necessity to the improvement of the school.

The researcher argue that professional development of teachers used to increase the subject matter(content) knowledge of teachers. It also increases the knowledge of using appropriate teaching methodology and assessment skill. In addition, it enhances positive attitude towards the teaching profession. It also enables the teachers to manage their class room properly. These all contribute for the learning of students which in turn contribute to the school improvement.

In light of the explanation about the Teachers professional development as the strategy of school improvement above; this study will assess how teachers and other school management teams work to update their knowledge and skill in the implementation of school improvement programmes in public primary schools of Oromia Regional State Towns Surround Finfine. The following section describes the challenges of school improvement.

3.6 CHALLENGES OF SCHOOL IMPROVEMENT

As Dimock (2012:57) argues challenges of school improvement programme implementation are: greater diversity of school intakes brought about migrants from a wide range of countries, cultures and languages; policies of inclusiveness aimed at meeting the need of every child; rushing for academic results by neglecting of well-being and social affective and moral development of children.

Solomon (2016:72) add that factors that are barriers to school improvement programme differ from school to school. This difference will come from the unique characteristics of each school and its external environments. However, many challenges are common to all schools that influence the implementation of the school improvement programme. These are among others: lack of a conducive school programme that allows teachers to work together continuously; the overloaded work of teachers; an increasing number of learners from time to time; lack of family support; lack of resources which results in demotivated teachers; increasing levels of bureaucratisation and, rapid and frequent change initiated by central authorities. In addition, as Plan Sudan 2006 in Solomon (2016:72) note that there are also other challenges of school improvements. These are lack of resources (material & financial); low follow up and support on the side of educational officials, lack of commitment of school community to support learners, poor cooperation and support of parents and partner organisations. Ahmed (2009:78-79) reveals that in addition to the above challenges school improvement programme implementation is also hindered by the following. These are non-participatory preparation of plan; poor understanding and low confidence on school improvement planning and implementation; poor professional and financial support by local authorities and high school principal turnover.

In addition to the aforementioned challenges of school improvement, there are also other school improvement challenges. According to, MacBeath and Mortimore (2001:17) these Challenges of school improvement are: Teachers project their weaknesses to other bodies such as learners, parents, communities and any other bodies; fear of change considering it as it is the job of somebody else; unfriendly relationships between staff. Harris (2002:19) also adds other factors that will prevent school improvement from implementing successfully:

- **Unclear purposes and goals:** unless the reason why the change is necessary are not clear to all staff teachers may not work hard to implement the change;

- **Competing priorities:** when there are many changes to be implemented at the same time resources would be scarce such as financial, material, time and human resources;
- **Lack of support:** to implement change, there must be adequate support to all implementers of school improvement. The support can be in terms of technical, professional and emotional;
- **Insufficient attention to implementation:** This refers to inadequate awareness of why the change is necessary for the school and how it is implemented and
- **Inadequate leadership:** all changes to be successfully implemented necessitate direction and leadership. The school improvement implementation fails Where leadership is not committed or delegated to others without the authority to take it forward.

From the above literature it can be conclude that the challenges of the school improvement can be international, external and internal to the school. Therefore, the school has to analyse these challenges and seek solutions according to their context.

In light of the explanation about the challenges of implementation of school improvement this study will examine the challenges that encounter in the implementation of school improvement programmes in public primary schools of Oromia Regional State Towns Surround Finfine, Ethiopia. The following section explained the role of school partners in implementing a school improvement programme.’

3.7 THE ROLE OF SCHOOL PARTNERS IN IMPLEMENTING SCHOOL IMPROVEMENT PROGRAMME

A school cannot properly perform all its duties and responsibilities without the participation of different internal and external stakeholders. That is, schools collaborate with these stakeholders to achieve the intended objectives. Such stakeholders are parents of the learners, community, school improvement committee, and other education organisations that exist at different administrative levels such as cluster resource center, District/wereda/ Education Office, Town Education Office, Zonal Education Office, Regional Education Bureau and the Ministry of Education. The following subsections deal with the roles of these stakeholders.

3.7.1 The Role of Ministry of Education

The Ministry of Education is the higher body in the educational structure of the country. It has the following responsibilities in the implementation of the school improvement programme. The Ministry of Education is responsible for co-coordinating the national SIP. It prepares SIP guidelines and translates to a regional language; print and distribute SIP guidelines to all-Regional State respective Education Bureaus (MOE 2010b:41-42).

According to, MOE (2011: 70- 71) MoE has also the role and responsibility of developing the goal of the school improvement programme at the federal level and monitoring its implementation status. It is also evaluating whether the changes brought in the school improvement programme contribute to the academic achievement of learners and recommend ways of improvement if the change is not contributed to learner academic achievement. Besides preparing national standards to achieve the national school improvement goals and follow its implementation. The ministry also conducts national assessments using learner results in terms of sex, region, grade, residential and family income and releases annual reports and statistical data based on the changes in yearly academic results of learners.

In general, the role of MoE concerning the implementation of school improvement is preparing the policy. In addition, it prepares different documents by which the policy is implemented. It also creates awareness on the utilisation of the documents for the proper implementation of the school improvement. The following sub-section focused on the role of the Regional Education Bureau.

3.7.2 The Role of Regional Education Bureau

By receiving the guidelines from the MoE Regional Education Bureaus distribute them to Zonal Education offices. Regional Education Bureaus are responsible for the success of SIP in the region. They are also responsible for conducting SIP workshops and supervising SIP implementations (MOE 2010b:42).

In addition to the aforementioned roles, REB monitor and supervise the implementation of regional school improvement goals. Provide support to maintain the regional school improvement standards; Study and evaluate the impacts of the school improvement; coordinate the exchange of experience among the schools, cluster centers and woreda education offices in the region; organize consultative workshops on the implementation of the school improvement programme; provide incentive prizes on annual basis for teachers, directors and members of the union of parents and

teachers with remarkable performance in the school improvement works at the schools in the region (MOE 2011 71-72).

As the regional Education Bureau is the 2nd higher body next to MoE it takes the prepared policy and implementation documents from MoE and adapt to the regional context. It also creates the capacity of implementation and follow the proper implementation. The following sub-section devoted to the role of Zonal Education Office.

3.7.3 The Role of Zonal Education Office

Zonal Education Offices are responsible for supervising and providing advisory support to weredas/Districts. It can be done by supervising the weredas SIP training workshop and monitoring the SIP implementation. As it is forwarded by MOE (2011) besides the aforementioned roles the Zonal Education Office has the following roles concerning the implementation of school improvement. Coordinate the school improvement activities of Woredas/Districts Education Offices under their jurisdiction; Organise and coordinate programmes of learning and exchange of experience related to school improvement works among the Woreda Education Offices under their jurisdiction. The following sub-section explained the Role of Woreda Education Offices.

3.7.4 The Role of Woreda Education Offices

Wereda Education Offices which are the immediately responsible body of the school improvement programme implementation has the following responsibility. These are preparing SIP workshops and selecting participants from each school under the Wereda (District), providing support to schools and supervising the implementation of SIP as per the guideline prepared by the MoE (MoE 2010b:44).

In addition to the above responsibilities as outlined by, MoE (2011:72-73) Wereda Education offices have the following responsibilities: monitor and evaluate the school improvement works of schools under their jurisdiction; Supervise if the schools in the Woreda have school improvement plans through the annual self-evaluation and monitor its implementation; organise and coordinate programs of learning and exchange of experience related to school improvement works among the schools in the Woreda; collect, compile and analyse data relevant to Woreda level. The Wereda Education Office organise consultative workshops for schools under it. The Wereda also provide incentive prizes on annual basis for teachers, directors and members of the union of parents and teachers with remarkable performance in the school improvement works at the primary and secondary schools in the region; assess the impacts of the school improvement

works on the academic results of learners in the Woreda and forward recommendations. The following sub-section clarified the role of the Town Education Office.

3.7.5 The Role of Town Education Office

The Town Education Offices that are under study have the Zonal Status even though they have no weredas under them. As a result of this, schools in these towns are directly under the jurisdiction of their respective towns. Therefore, these towns have the role of both the Zonal Education Office and Wereda Education Office. The following sub-section deals with the Role of Schools.

3.7.6. The Role of Schools

According to, MOE (2011:74-75) School improvement programme can be implemented through the interrelated effort of the school community and other stakeholders. To realise the implementation of school improvement schools, establish School Improvement Committees. The director of the school is the chairperson of the committee.

The school improvement committee: design a strategy by which the school community and other stakeholders contribute to the improvement of schools; Formulate improvement plans through self-evaluation and monitor and supervise the implementation; They enable parents of learners to have adequate and updated information regarding the learning efficiency and their academic results; Facilitate opportunities for the establishment of a relationship between family of learners and the school; Organise short term training and experience sharing forums to teachers and the school community on issues useful for the school improvement at a convenient schedule. Assess and evaluate the academic status of learners in terms of sex, grade, residential area (rural, urban) and family. The following sub-section explained. The role of the School Principal.

3.7.7 The Role of School Principal

As Lynch (2012:20-21) the school principal as instructional leader plays the following roles.

These are collaborating with school stakeholders regarding aspects of learners learning. They also guide teachers in content alignment to the curriculum to be sure that teachers have access to the curriculum and have adequate resources for aligning the content with the curriculum. In addition, they encourage teachers to decide on the text and resource selection that are useful, reliable and relevant.

To the researcher the school principal as an instructional leader to perform the above roles he/she has to equip with the necessary knowledge and skills. However, can he/she know the contents in all subjects given in the school? The researcher argue that, it is very difficult to have the necessary knowledge and skills to him/her in all subjects. Therefore, he/she has to delegate subject specialists to follow the relevance of the contents and support the teachers of those subjects.

The school principal can influence the implementation of the school improvement programme through symbolic leadership and management of the interlocking through different practices. These practices are: understand what the school community expect after the implementation of the improvement programme;

- Establishing the objective of school improvement as the aspect of change;
- Plan to implement the school improvement by deciding on the procedures and methods;
- Search literature to make the school improvement activities scientific;
- Sharing experiences from other school principals who have good performance in school improvement;

To implement these responsibilities, he/she has to accept willingly and also have to necessary skills and knowledge (Westhuizen 2007:198-199).

In addition to the aforementioned roles according to, MOE (2011:75-76) school Principal has the following roles: ensure the availability of favorable learning and teaching environment at schools; Keep parents of learners updated on the learning capacity and academic results of their children; Monitor closely the learning and teaching activity in the school and conduct classroom observations and take appropriate corrective measures on defective issues and assist parents; organise short terms trainings and programmes of experience sharing for teachers and the school community on matters vital for the school improvement at a convenient time for teachers and the school community; study and assess the academic result of learners in terms of their grade, sex, family income, submit quarterly written report to the Kebele Education and Training Board and Woreda Education Offices (Town Education Office in this case) on the issue of school improvement; Conduct annual meetings for the evaluation of the school activities in the area of improvement and suggest solutions on problems in the presence of the school community and parents. In genera it can be conclude that the role of the school principal is implementing the school improvement programme. The following subsection described the Role of Supervisors.

3.7.8 The Role of Supervisors

The supervisors of the schools have the following roles concerning the implementation of the school improvement: encourage schools in the self-evaluation process and planning of the improvement process and assist in facilitating their strategy and monitor and evaluate the success of each school. Accordingly, they perform the following roles: Ensuring the availability of good opportunities to provide career development and training to the teachers and staff of the school, to the school improvement committee, to parents and other members of the community to enable them take part in the self-evaluation of their respective school and make effective improvement plans; Attending of meetings of the school improvement committee and communicate on daily basis in order to support learner groups, union of parents and teachers, parents and other members of the community fully participate in the evaluation and the school improvement process; meeting and working with school headteachers to provide professional support and design model strategies useful for the school improvement process; ensuring that schools used accurate and general information such as student grade records in the process of planning their self-evaluation and improvement plan; Identification of hard evidences; i.e. ensuring the accuracy of information based on test results, statistical data from surveys and attendance of absent teachers; facilitating of opportunities to enable the schools solve their problems jointly and exchange exemplary experiences(MOE 2011:67-68).

In light of the explanation about the roles and responsibilities of different educational administrative levels and stakeholders in the implementation of school improvement this study will examine the extent to which each of them properly discharges their respective roles and responsibilities in public primary schools of Oromia Regional State Towns Surround Finfine.

3.8 CONCLUSION

The chapter dealt with Ethiopian traditional Education. Before the introduction of modern education to Ethiopia, citizens acquire knowledge from their ancestors, church and mosque. Modern education was introduced to the country in 1908 with serious opposition from the clergy and Ethiopian Orthodox church. The then ruler of Ethiopia Emperor Menelik II loosens the opposition by giving the church its demand. The Ethiopian education system up to 1991 was influenced by different nations such as France, British, America and socialist countries respectively.

The chapter also narrated the problem of the Ethiopian Education system. To mitigate the problem, in 1991 the country formulated the education and training policy to address the problem of access, equity relevance and quality of education of the county. To implement this policy the country developed five consecutive ESDPs. In one of these ESDPs, ESDP III, the country introduced GEQIP with different components among which school improvement is one. The domains of school improvement, leadership and management, teaching and learning, community participation and conducive learning environment concerning school culture, climate and physical environment were also the focus of the chapter.

The other concern of the chapter was the strategy of school improvement which was focused on action research, school development planning, teachers` professional development as the strategies of school improvement. It also narrated the factors that hindered the good implementation of school improvement.

Finally, the chapter concluded itself in explaining the role and responsibilities of the different hierarchical structures of educational institutions from The Federal Ministry of Education down to the school and different stakeholders. The following chapter deals with research Design and Methodology.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

This chapter dealt with methodological issues of the study to achieve the aim and objectives of the study by answering the basic questions of the study. It began its 1st section in describing the chapter and the 2nd section explained the research paradigm. The 3rd section dealt with the research approach and design of the study. While the 4th section is concerned about the population, sample and sampling techniques of the study. The 5th section is devoted to the source of data and data collection instruments. The 6th section described data collection procedures and the 7th section described methods of data analysis and interpretation. The 8th section dealt with trustworthiness. The last section is concerned with the Ethical consideration of the study. Finally, it summarised the issues discussed in the whole chapter.

4.2 RESEARCH PARADIGM

A paradigm is a way in which the world is viewed. It consists of different philosophical assumptions that show the direction of viewing and thinking about the world and taking action according to one's view (Mertens and Mclaughlin 2004:3). Creswell (2007:19) adds that a paradigm is "a basic set of beliefs that guide actions". Cohen, Manion and Morrison (2011:5) further explain, a paradigm as a way of finding certain phenomena; how the world is viewed, how the researcher differentiates whether scientific knowledge or way of working is accepted or correct. It is also a shared belief, system or a set of principles, a way of pursuing knowledge and how it is understood, consensus on the way/s of answering the research questions and what practical solutions has to be given to the problem identified.

Paradigm is divided into different types that inform qualitative researchers and identify how these world views shape the practice of the research. These paradigms are positivism, constructivism, advocacy/participatory and pragmatism (Biber 2010:102; Creswell 2007:19). This research was guided by the constructivist paradigm; to examine the implementation of the school improvement programme in public primary schools of Oromia National Regional State Towns surrounding Finfine.

In the constructivist paradigm view, research participants produce or construct meanings in their natural settings. According to, the constructivist paradigm reality can be seen as subjective (Biber

2010:102). Similarly, Creswell (2007:19) adds that it enables the individuals understanding of the world in which they live and work. They develop the subjective meaning of their experiences. The meanings are directed towards certain objects or things. The goal of research in social constructivism is to rely as much as possible on participants' views of the problem under investigation.

Moreover, Biber (2010:102) argue that the constructivist paradigm aims to understand the way how individuals make meaning of their environment. They also further explain that the environment is not something independent of individuals' perception but is created through social interactions of individuals with the world around them.

Therefore, this study used a constructivist paradigm to understand the view of research participants on the implementation of the school improvement programme in public primary schools of Oromia National Regional State Towns surrounding Finfine, Ethiopia. The next section dealt with the research approach and design.

4.3 RESEARCH APPROACH AND DESIGN

4.3.1 Research Approach

Though there are different research approaches in the research literature; for this particular study, the qualitative research approach was used to address the problem of the implementation of the improvement programme in public primary schools of Oromia National Regional State Towns Surrounding Finfine, Ethiopia.

Qualitative research is the collection, analysis and interpretation of compressive narrative and non-numerical data to get a deep understanding of the problem under study. It is based on different beliefs and designed for different purposes. It does not necessarily accept the view of stability, a coherent, and uniform world. The proponents of the qualitative research argue that "all meaning is situated in a particular perspective or context and because different people and groups often have different perspectives and contexts, the world has many different meanings none of which is necessarily more valid or true than others (Gay, Mills and Airasian 2011::7).

McMillan and Schumacher (2010:23) concur that a qualitative research approach is a research approach that collects data from the participant of the study to answer the research question from naturally occurring phenomena in the form of words rather than numbers. In qualitative research, the researcher search and explore a variety of methods until he obtains a deep understanding of the problem under the study. Creswell (2014: 245) further explained that the qualitative approach of

the research is used to describe and explain the patterns related to a phenomenon and it presents what events, beliefs, attitudes, and/or policies impact the phenomenon. As the aim of the study was to examine and describe the implementation of the school improvement programme in public primary schools of Oromia Regional State Towns Surrounding Finfine, Ethiopia the qualitative research approach was chosen to achieve this aim. Because it enables to get the deep understanding and views of the research participants on the problems of the implementation of school improvement programme in public primary schools of Oromia Regional State Towns Surrounding Finfine, Ethiopia.

4.3.2 Research Design

As noted by Kumar (2011) when a research problem and research process is properly designed; it contributes to the maximisation of achievement of the aim of the study. Therefore, it is necessary to properly design the research to achieve its aim/objectives.

A research design is “a general strategy or plan for conducting research study”. It shows the pathway and purpose of the study in line with the basic questions of the study, participants involved in the study and environmental constraints (Gay, Mills and Airasian 2011:14). As it is also elaborated by, Johnsen and Christensen (2014:332) research design refer to outline; plan or strategy the researcher uses how to go about through the study to answer the basic questions of the study. In other words, the research design includes the plan or strategy to be used by the researcher; to select the participants of the research; method of collecting data to answer the basic questions of the research and method of data analysis to answer the basic question of the problem under study.

Similarly, McMillan and Schumacher (2010:20) add that research design is describing the procedure of conducting the research including the time of data collection, the participant from whom the data will be collected; under what condition the data will be obtained. In general speaking research design indicates the overall plan of the research such as “how the research is set up, what happens to the subjects and what methods of data collection are used”. They also further, argue that research design helps to specify a plan for generating empirical evidence that enables the researcher to answer the research question. The objective of using the research design is to draw the most valid, credible, conclusions from the answers to the research questions.

As it is further stated by, (Kumar 2011) research design is a blueprint of the overall research process prepared by the researcher to answer the research question, validly, objectively, accurately and economically. It is the way that shows from whom the data will be collected, instruments of data collection and the way the data will be organised and analysed to answer the research question. It is about the decision of the research process and how to communicate to others what design will be used, way/s of collecting data from participants of the study, the procedure of selecting subjects of the study, method of analysing of the data and ways of communicating the final result of the research.

The qualitative research approach has different specific designs. These are Phenomenology, Ethnography, Narrative inquiry, case study, Grounded theory and Historical research (Johnson & Christensen 2014:49); (Koul 2009:85).

To examine the implementation of the school improvement programme of public primary schools of Oromia National Regional State Towns Surrounding Finfinnee, Ethiopia; phenomenology was used. Because it is used to describe the consciousness and experience of research participants about the problem under study. It also enables the researcher to obtain the view of the research participant to understand their meaning of the problem under study (Johnson & Christensen 2014:444).

As Koul (2009:85) argues phenomenology is the description of how individual experiences a problem under study. Its key question is “What are the meaning, structure, and essence of the lived experience of the phenomenon by an individual or by many individuals?” In phenomenological research, the researcher attempts to get exposure to research participants “lifeworld”. That is researcher explores the experiences of the participant about the problem under study from their experiences point of view. Johnson and Christensen (2014:49); McMillan and Schumacher (2010:24) further explain that Phenomenology is a form of qualitative research in which the researcher attempts to understand how one or more individuals experiences a particular phenomenon. The main focus of phenomenology is that the researcher strives to look at how people experience a problem under study from each research participant perspective. The goal of the phenomenological study is to penetrate the world of every research participant to know how they perceive the problem under the study. It describes the lived experiences of research participants about the problem under the study. A researcher put aside his knowledge of the problem under

study and collect data from research participants on how they make sense out of their particular experience.

Therefore, phenomenology was used to get the view of research participants about the implementation of the school improvement programme of public primary schools of Oromia National Regional State Towns Surrounding Finfinnee, Ethiopia. The following section dealt with the population and sampling of the study.

4.4 POPULATION AND SAMPLING

Before conducting any research researcher/s has/have to identify the subjects of the study in general which is called the population of the study. And also identify those who are included in the study (sample) and how they can be selected from the population. The following sub-section dealt with the population of the study.

4.4.1 Population of the Study

Population in the context of research can be defined as a large group from which a researcher selects a sample of research from the total set of elements. It is the total number of subjects of the study that the researcher is interested in and from which the sample of the study will be selected. This is done to make the data collection process manageable (Johnson and Christensen 2014:250). Koul (2009:206) also defines population as any collection or a set of human beings and/or non-human beings from which a researcher select a sample of the study. It constitutes objects, educational institutions, time units, geographical areas, prices of educational materials, salaries of employees working in the educational institution. It can also be termed the universe. A researcher has to ascertain whether a given unit of study is a member of the population or not. If the unit of study is not a member of the population; the population should be properly redefined. Unless otherwise, a researcher doesn't know which unit of the population to select as a sample.

Based on the literature above, the population of this study were: educational institutions at various levels and human beings that are working in these educational institutions.

Educational institutions included in the study were: Oromia National Regional State Education Bureau; Oromia National Regional State Towns surrounding Finfine Education Offices; Clusters resource centers found in Oromia National Regional State Towns Surrounding Finfine Education Offices; and primary schools found in Oromia National Regional State Towns Surrounding Finfine.

The human beings that are involved in this study were:

Oromia National Regional State Education Bureau team leader of school improvement; Towns Education Offices school improvement Team leaders; Supervisors of the cluster resource Centre of towns of Oromia National Regional State towns surround Finfine Education Offices; School principals, teachers and Parent Teacher Association (PTA) chairpersons of primary schools found in Oromia National Regional State Towns surround Finfine.

Oromia National Regional State is one of the ten Regional States and two city administrations of the Federal Democratic Republic of Ethiopia. It is administratively established many sectors at the Regional State level in which education sector is one. Each sector is also established its structure down to the lower body of the administrative level.

Accordingly, Oromia Regional State Education Bureau established its structures from the National Regional state down to the schools. The higher structure of the educational structure of this study is Oromia National Regional State Education Bureau. It is administratively subdivided into Zonal Administration Education office, main towns Education offices which are report to Oromia Regional State, Wereda /District education office and schools. Sebeta, Burayyu, Legatafo-Legadadhi are among the main towns which are reported to Oromia National Regional State. These towns are geographically surrounded by Finfine (Addis Ababa) the capital city of Ethiopia. Administratively they report to Oromia National Regional State. These towns were the study area of this study. These towns have primary and secondary schools under them. In general Oromia Regional State Education, Bureau is the higher body, Towns Education Offices are the next lower and schools are the lowest body. Schools under this study report to the town Education Offices.

Each Towns Education Offices and their respective cluster resource centres and schools are geographically scattered in different areas. According to. Gay, Mills and Airasian (2011:130), if the population of the study is large and geographically scattered in different areas collecting data from every member of the population will be difficult. Therefore, it is mandatory to make easy the collection of data by selecting a smaller sample from the population of the study. In other words, since it is difficult to gather data from the entire large population of the study because of shortage of time and resources the researcher must select a sample from the population. The following paragraphs deal with sampling.

4.4.2 Sampling

Most educational institutions and/or phenomena have a large number of elements to be studied. This makes it difficult to collect data to study certain educational problems from every member of the study. Because it is expensive in terms of time, money, effort and human resource. Therefore, to reduce the amount of money, time, effort and human resource allocated to the research it is necessary to take certain numbers of the members of the institution from the population. This certain segment of the population is called sampling (Koul 2009:206).

Patten and Newhart (2018:100), argue in qualitative research the method of analysis is often based on direct experiences, such as observation or extended interviews rather than numerical data. Qualitative data analysis often uses the words of the participants rather than numerical data and may be more concerned with understanding the perspective of those directly involved in the issue, as well as how perspectives vary. Qualitative research represents experience, outcomes, behaviours, opinions, language or other elements about the problem under study. In the qualitative research approach sampling is the process of deciding to choose a small percentage of research participants depending on their contribution to the problem under the study. In other words, the research participant will be good information providers about the problem under the study.

The researcher used different mechanisms to select a sample from the entire population of the study. For this particular study, to examine the implementation of a school improvement programme in public primary schools of Oromia Regional State Towns Surrounding Finfine, Ethiopia purposive sampling was used. Purposive sampling is a sampling in which research participants are selected by some purposive methods (Menters 2011:115). Because it allows the researcher to select the research participant those who they believe the good source of information (Patten and Newhart (2018:100)., In line with this idea, Gay, Mills and Airasian (2011: 142) states that sampling in qualitative research is purposive. It enables the researcher to sample the research participant who is assumed to be thoughtful, informative, articulate and experienced with the problem under the study and the site in which the study of the problem is taking place.

Purposive sampling is sometimes termed judgmental sampling. In using the purposive sampling method, the researcher uses their knowledge of the population. That is the researcher has to select the individual who he/she believes will have a good source of information about the problem under study (Patten and Newhart 2018:100). In addition, qualitative researchers select their participants by using purposeful sampling. Because it allows selecting the participants, who have key

knowledge or information related to the problem under the study (Lodico, Spaulding and voegtle.2010:34).

The purposive sampling technique enables the researcher to access peoples who have more exposure and deeper knowledge about the problem under the study because of their professional responsibility; knowledge and/or experiences Cohen, Manion and Morrison 2011:157). McMillan and Schumacher (2010:138) also describe the purposive sampling technique as selecting certain elements of the population who have more information about the problem under the study. Those are those who can provide the best information to address the purpose of the research.

Creswell (2015:76) explain that qualitative research is to understand the central concern of the problem under the investigation. In qualitative sampling, the researcher purposefully selects participants who can best help him understand the central phenomena that he/she is exploring.

Generally, when selecting the sample researcher has to take into consideration the participants knowledge of the problem under the study. That is the researcher has to select those participants who have more exposure to the problem under the study and the site of the study (Gay, Mills and Airasian 2011: 142).

As the research approach of this study is qualitative purposive sampling was used. Accordingly:

Oromia Education Bureau was selected purposefully because of its strategic importance in making policy, preparing guidelines, designing strategies and following the implementation of school improvement programmes and training officials and professionals in these towns education offices and supervising how they support schools in implementing school improvement programmes. In the same way, three towns out of six towns of Oromia National Regional State surrounding Finfine Education offices which are the study area of this study were included purposefully. These towns are Sebeta, Burayu, Legatafo- Legadadhi depending on their convenience of transportation, the officials of these town education offices were believed to permit the research to conduct research in their respective schools. In addition, these towns have a responsibility of supporting and supervising their respective schools in implementing school improvement programmes. In other words, since these towns have zonal status their education offices are responsible for supervising and providing advisory support to schools. This is done by supervising the schools, providing training workshops and selecting participants from each school under the town and monitoring the schools in school improvement programme (SIP) implementation. In general, these towns

education offices are the immediately responsible body of the school improvement programme implementation, provide support to the school and supervise the implementation of the school improvement programme (SIP) as per the guideline prepared by the MOE (MOE 2010:42-45).

Next to the towns Education Office three Cluster Resource Centers one from each sample Town education offices were included purposefully in the study. Because they locate their office in one of the cluster schools and supervise the cluster school and other nearby schools regularly. The criteria of selection of one cluster resource center from each Town education office is using the performance of the cluster resource center according to the evaluation of the Town Education office before the commencement of data collection. Accordingly, the better performer cluster resource center was selected. The total number of cluster resource centres to be included in the research is three cluster resource centers.

Moreover, schools from each town were selected using Purposive sampling. Because schools are the responsible body for the implementation of the school improvement programme. Two schools were selected from each Town Education office purposefully. One good performing and one less performing school using the evaluation of Town education offices used to evaluate the schools before data collection is started. The names of these schools were not disclosed because of Ethical considerations. Accordingly, two schools from each of three Town Education Offices; a total of 6 schools from three Town Education Offices were included in the study.

Concerning the participants of the study, one Team leader from Oromia National Region State Education Bureau was selected by the Purposive sampling technique. Because he has more exposure to the implementation of the school improvement programme at the primary schools of Oromia National Regional State Towns surrounding Finfine and he has also deeper knowledge about the problem under the study. Besides, at the towns education offices level, one Team leader of school improvement programme) from each three Town Education Offices, a total of three Team leaders of school improvement were selected by using purposive sampling. Because as they lead the school improvement programme in their respective town Education Offices, they assumed to have exposure and deep knowledge about the problem under the study. In addition, the principal of each sampled school (6 Principals), one better performer and one less (based on the evaluation of Town Education Office) and Parent-Teacher Association (PTA) chairpersons from each

sampled school (6 PTA Chair Persons) were selected based on purposive sampling for the interview.

Parent-Teacher Associations chairpersons were selected by purposive sampling because they serve as a bridge between the school and community and they encourage the community at large and parents, in particular, to participate in the implementation of the school improvement programme. Similarly, senior teachers who have better exposure to the school improvement implementation were selected for the Focus Group Discussion (FGD) by applying the purposive sampling technique. Because teachers are the main role player in implementing the school programme in their school. Accordingly, seven senior teachers who have exposure and deeper knowledge about the implementation of school improvement programmes in their respective schools were selected. The criterium for the selection was their seniority in terms of the service they provided in that particular school. Totally 42 teachers were selected from 6 schools (Seven from each school).

To summarise, this particular study involves:

1. From Oromia National Regional State Education Bureau=1 team Leader
2. From three Town Education Offices (one from each) =3 Team Leaders
3. From Cluster Resource Center (one from each Town Education Office) =3 Supervisors
4. From Schools (Two Schools from each Town Education Offices) =6 PTA Chair-Persons
5. From schools seven teachers from 6 sample schools=42 Teachers
6. From schools one principal from each sample school=6 Principals.

Totally 61 research participants participated in this study. The following paragraph deals with instrumentation and data collection techniques.

4.5 INSTRUMENTATION AND DATA COLLECTION TECHNIQUES

4.5.1 Sources of Data

The study used both primary and secondary data sources.

4.5.1.1 Primary source

The primary source of data in this study was Oromia National Regional State Education Bureau team leader who is responsible for the school improvement programme. Because the Bureau is a policymaker about school improvement programmes and at the same time it is an evaluator of its implementation. Another Primary source of the study were school improvement team leaders at the town education office level as they are responsible for the implementation of the school

improvement programme. They supervise and provide necessary professional, financial and material support to schools to enable them to implement school improvement programmes. Cluster Resource Center supervisors, school principals and teachers were also the primary source of the study. Because they are the main actors of school improvement programme implementation. PTA chairpersons were another primary source of the study. Because they serve as a bridge between community and schools and support the schools to enable them to accomplish their activities.

4.5.1.2 Secondary Sources

To support the data from the primary sources data were collected from secondary sources. These sources were school improvement guidelines, Teachers` lesson plans, Teachers CPD plan, Roster of learners` marks (classroom Examination and Regional examination of grade 8). The following sub-section dealt with instruments of data collection.

4.5.2 Instruments of Data Collection

As, Punch (2009:144) argues qualitative researchers in education employ spoken, written and records of human experiences to collect data to investigate the problem of education. In other words, they use different methods; sources of data and data collection instruments in one research project.

This section is going to describe major data collection instruments to examine the implementation of the school improvement programme of public primary schools of Oromia towns surrounding Finfinnee, Ethiopia. The study was used different data collection instruments to ensure the adequacy of information from different points of view. These are interviews, focus group discussion, observation and document reviews. The following paragraphs deal with the interview.

4.5.2.1 Interview

One of the data collection instruments in investigating the implementation of the school improvement programme in public primary schools of Oromia towns surrounding Finfine, Ethiopia is the interview.

The interview is described as a data collection instrument in which the interviewer asks questions orally and the interviewee answer the question orally. When conducting the interview, the response

of the interviewee is recorded either verbatim or in summary. It is conducted in face-to-face interaction between both interviewer and the respondents (McMillan 2012:167).

Punch (2009:144) adds that interview is the most known data collection instrument in qualitative research. It enables the researcher to obtain perceptions of people about the problem under the investigation, meanings and/or definitions of situation and construction of reality. It is also one of the most powerful ways that help the researcher to understand the respondents.

The interview has many advantages. These are:

- More accurate responses can be obtained because the interviewer can clarify questions to the respondents;
- It gives the chance of probing to the interviewer;
- Enable the interviewer to seek a greater depth and richness of information;
- Allow the interviewer to observe non-verbal responses and behaviours, which may indicate the need for further questioning to clarify verbal answers;
- It reduces “no answers” or “neutral responses”, and give room for the interviewer to request additional responses if necessary;
- It enables respondents to provide their views in their own words;
- The interactive nature of the interview allows the researcher to adapt the question to fit the responses;
- Interviewees can provide detailed answers which are based on contextual information; which enables understand more about the factors and processes that influence actions and attitudes;
- It allows the interviewee to ask for clarification which helps the interviewer to gather more accurate information by posing additional questions by refining the predetermined questions (Menter, Elliot, Hulme and Lowden 2011:127-128); (McMillan 2012:167).

In general, to examine the implementation of the school improvement programme in public primary schools of Oromia towns surrounding Finfine, Ethiopia, the interview was used. Because it enables the participant to discuss the situation they interviewed about and express the situation how they see it from their point of view.

The interview can be structured, semi-structured or unstructured (Patten & Newhart 2018:161) (Punch 2009:144-145); (McMillan 2012:167).

In this particular study, to examine the implementation of the school improvement programme in public primary schools of Oromia Towns surrounding Finfine, Ethiopia, Semi-structured interviews were used. Because semi-structured interviews allow the researchers to consider whether the questions are complete, biased or leading. In addition, it allows the researcher to deviate from the guide when necessary to collect additional important data. For example, if an interviewee cannot be able to understand the question, the interviewer can explain the question to him. If the response of the interviewee is not clear the interviewer probe for additional clear responses such as “can you tell me more about it” the interviewer can also ask additional follow-up questions to obtain unexpected, unusual, or especially relevant responses (Patten & Newhart 2018:161).

To obtain pertinent and adequate data about the problem under study; Semi-structured interviews were conducted with one team leader of Oromia National Regional State Education Bureau, three Town Education Office Team leaders of school improvement, 6 PTA chairpersons, three Cluster Resource Center Supervisors and 6 School Principals. Because Semi-structured interview enables the researcher to deviate from the interview guide and probe additional question if necessary to get additional responses. The following sub-section explained focus group discussion.

4.5.2.2 Focus Group Discussion

A focus group discussion is a type of group interview in which research participants are asked to respond to a previously prepared set of questions that express similar and different views and discuss them among the group (Patten & Newhart 2018:164). In the same way Punch (2009:146) explain the focus group discussion as a general term where the researcher works with a group of respondents at the same time, rather than one respondent. It was originally used in marketing and political research but now it became popular in education and social research.

In a focus group discussion, the duration of the discussion last for about an hour and more. It is possible to use two or more focus group discussions in one research. The focus group discussion is guided by a facilitator. The facilitator plays the following roles (Patten & Newhart 2018:164).

- presents the topic to be discussed;

- create a non-threatening environment;
- Encourage participants to feel free to express their opinion, attitude, and experiences;
- Encourage members to express views that differ from other participants;
- follow a predetermined set of questions;
- works to ensure that all participants have an opportunity to provide opinions and all relevant aspects of the topic being discussed; probe for additional information when necessary (Patten and Newhart 2018:164).

To examine the implementation of the school improvement programme in public primary schools of Oromia Towns Surrounding Finfine, Ethiopia, the focus group discussions were conducted with seven teachers from each of 6 sample primary school teachers. Totally 42 teachers participated in the focus group discussion. Six focus group discussion sessions were conducted at each 6 sample schools with seven teachers of each sample school. Because focus group discussion enables the researcher to collect a large amount of data from a participant in a short period. Cohen, Manion and Morrison (2011:436); McMillan (2012:293) argue that focus group discussion encourages interaction between the participants and lead to a richer understanding of the problem under investigation. Based on the above literature, to examine the implementation of the school improvement programme in public primary schools of Oromia Towns Surrounding Finfine, Ethiopia, focus group discussion was conducted, because it enables the researcher to collect data from group of participants in a short period of time and allows the participants to interact with each other. The following subsection described observation.

4.5.2.3 Observation

Observation is one of the data collection instruments. It enables the researchers to observe the behavior as it occurs in a natural setting without contamination. Moreover, observation allows the description of behavior as it occurs naturally. In qualitative research observation of behavior in a natural setting allows the researcher to take into account important contextual factors that may influence the interpretation and use of the result (McMillan 2012:163).

Menter, Elliot, Hulme and Lowden (2011:163); (Cohen et.al.2011:457) add that observation is a flexible data gathering instrument that can be used to gather information from different contexts

and settings. It enables the researcher to complement other data collection instruments to triangulate and strengthen the interpretation of emerging findings.

In qualitative research, observation is very used fully in contributing to the following points in supplementing other data collection instruments ((Menter, Elliot, Hulme and Lowden 2011:169).

- It allows the researcher to collect detailed information from a natural context which in turn provide a researcher with a deeper understanding of issues, practices, problems and people when triangulated with other data collecting instruments;
 - It enables the researcher to see important behavior and activities that would be undetectable using other data collection instruments;
- It allows the researcher to observe events that people in the study might not raise in interviews, either because they are sensitive issues, or they are taken for granted. Generally, in observation, the researcher obtains a great awareness of salient issues which assists in their interpretation and analysis of their data and information (Menter, Elliot, Hulme and Lowden 2011:163).

To examine the implementation of the school improvement programme in public primary schools of Oromia Towns Surrounding Finfine, Ethiopia, non-participant observation was used. According to, Gay, Mills and Airasian (2011:382) in this form of observation the researcher is not directly involved in the situation being observed. The facility of the schools' campus was observed to check whether it is conducive for the teaching-learning process. The observation is done to see the conduciveness of the schools conduciveness and facilities without biasness. The following subsection explained the document review.

4.5.2.4 Document Review

Documents are written and printed records that existed before the start of the study. These documents are produced by the participants as part of their regular daily activities. These documents include reports, minutes of meetings, personal letters, bulletin boards, newspapers, yearbooks, or instructional materials. These documents were collected from the site and analysed (Lodico, Spaulding and Voegtle 2010:130-131)

To examine the implementation of the school improvement programme in public primary schools of Oromia Towns Surrounding Finfine, Ethiopia, documents, school improvement guideline Teacher's lesson plan, Teachers CPD plan, roster of learners, (class marks and regional

examination of Grade 8) were reviewed. The documents were reviewed to triangulate with the responses of the participants obtained from the interview, focus group discussion and observation. The data collection instruments and respondents are summarised in table 4.1 below.

Table 4. 1 Summary of Data Collection Instruments and Respondents

No	Type of data Collection Instruments	Type of Respondents	Type of data to be collected
1	Focus group discussion	42 Teachers (7 from each 6 sample schools)	Primary
2	Interview	1 Team leader of OEB. 3 Team leaders of Town Education Offices 6 PTA chairpersons, 3 cluster resource centre supervisors 6 principals.	Primary
3	Observation	6 School campus	Primary
4	Document Review	6 schools	Secondary

The following section described the data collection procedure.

4.6 DATA COLLECTION PROCEDURE

To investigate the implementation of a school improvement programme in Oromia National Regional State Towns Surrounding Finfine public primary schools; the data were collected in the following procedures.

Different literature and pertinent documents, school improvement guidelines, Teacher's lesson plan, Teachers CPD plan, roster of learners, class marks and regional examination of Grade 8, were reviewed.

The interview guide, focus group discussion, observation checklist was prepared and edited and re-edited. After the edition, it was commented on by the potential supervisor and experts in the field. Finally, the data collected using these instruments were analysed. The following section dealt with data analysis and interpretation.

4.7 DATA ANALYSIS AND INTERPRETATION

After the collection of data has been completed using different data collection instruments it has to be analysed and interpreted to achieve the aim of the research under investigation.

The data for this study were collected by using different data collection instruments: interview, focus group discussion, document review and observation. The data which were collected by interview, focus group discussion, document review, and observation were analysed using qualitative data analysing techniques.

The data which were collected through, focus group discussion; interview, document review and observation were coded and analysed using the following steps to address the research problem.

These steps are:

Step 1. Prepare and organise the data;

Step 2. Review and explore the data;

Step 3. Code data into categories;

Step 4. Construct thick description of people, places, and activities;

Step 5. Building themes and

Step 6. Report and interpret data. It must be considered that there is a back and forth between these steps. For example, a researcher may have interested to review the data before deciding how he/she organise it. Moreover, the way descriptions of people or places are constructed may lead to the reorganisation of the data. In general, though there is forth and back in the steps depending on the nature of data collected there must be followed this general direction (Lodico, Spaulding and Voegtle 2010:181). As it is adapted from Lodico, Spaulding and Voegtle (2010:180-192) and Makoelle (2014:119-130) the data will be analysed in the following steps

Step 1. Prepare and organise the data: In analysing the data the first step after the data collection has been completed is making the data manageable to analyse depending on the time and resources available. This enables the researcher to have different levels of depth in preparing their data for analysis. For example, the interviews recorded in the tape will be changed into written form by using participant words. The data can be organised in different ways. These are:

- **Site or location from which data were collected:** This method is common in studies in which multiple sites or locations were observed.

- **Persons or groups studied:** Data may be organised by a person or group, or data from persons or groups with similar characteristics or backgrounds might be grouped. Because different groups of participants participate in this study:
- **Type of event or issue addressed:** If interviews focused on different issues or observations of different events were made, the data about each issue or event might be grouped.

To examine the implementation of the school improvement programme in public primary schools of Oromia Towns Surrounding Finfine, Ethiopia the data were organised in site or location from which data were collected. This is because this study is conducted on different sites. For example, Towns Education Offices, schools and cluster resource centres, Therefore, the data collected were organised by towns and then to schools of that particular town.

Step 2. Review and explore the data: In this step, the researcher is going to explore by reading and looking through the various type of data collected. This is done through reading and re-read all the collected data to familiarise the researcher with the collected data. This enables the researcher to identify whether enough data have been collected or not.

Step 3. Code data into categories: This refers to the process of grouping similar data that describe related phenomena and labelling these parts using broad category names relating it to the question posed to participants.

Step 4. Construct thick description of people, places and activities: This refers to the writing of the detailed description of the people, place and events in the study. The goal is to provide rich, in-depth descriptions of the experiences, perspectives and physical settings represented in the data.

Step 5. Building themes: Themes are typically big ideas that combine several codes in a way that allows the researcher to examine the qualitative sub-questions guiding the research. In other words, themes provide the organising ideas that the researchers use to explain what they have learned from the study. Like codes, themes are usually described in a few words or phrases, but they identify the major concepts or issues that the researcher used to interpret and explain the data. The goal is to reduce the number of codes and identify themes that accurately describe the data. The researcher then re-examines sub-questions and the data using the themes as organisational frameworks to see if this result is in a deeper understanding of the data. Generally, themes were formed based on the basic questions of the research under study.

Step 6. report and interpret data: The final step in qualitative data analysis is the writing of the research report including the researcher's interpretation of what the data mean. Reports of qualitative studies usually include an extensive sample of quotes from participants. By using the participant's own words, researchers aim to build the reader's confidence that they were accurately representing reality. The following section explained the trustworthiness of the research.

4.8 TRUSTWORTHINESS OF THE RESEARCH

Ensuring trustworthiness which is equivalent to validity and reliability is essential in research (Briggs, Coleman and Morrisson 2012:202).

Trustworthiness in qualitative research refers to the extent to which qualitative data is dependable, consistent, stable, predictable and reliable so that whenever put to test, it produces the same data (Delpont & Roestenburg, 2011) as cited in Magudu 2014:92).

According to, Gay, Mills and Airasian (2011:392); Lincoln and Guba (1985) cited in (Briggs, Coleman and Morrisson 2012:202) trustworthiness in qualitative research can be maintained by addressing the credibility, transferability, dependability and confirmability of the research.

- **Credibility:** refers to the researcher taking into account the complexity of the research and addressing problems that are not easily explained.
- **Transferability:** refers to the researchers having to describe context-relevant statements so that those who are hearing and/or reading a report of the research can identify with the setting.
- **Dependability:** refers to in qualitative research the study is conducted in context-bound and do not need to be concluded and generalised to the larger population. Therefore, the qualitative researcher should include deeper data to enable others to see the context themselves.
- **Confirmability:** refers to the neutrality and objectivity of the data collected.

As the approach of this particular study is qualitative approaches the trustworthiness can be facilitated by applying the following strategies as adapted from Gay, Mills and Airasian (2011:392-394).

- **Prolong participation at the study site:** this refers to the research taking enough time to observe school and probe deeply to understand the perception of participants during the interview and focus group discussion.
- **Use peer debriefing:** This refers to requests to comment on the research and its progress with different professionals. Accordingly, the researcher will request a critical friend and colleagues who are willing and have the professional capacity to comment on the research.
- **Practice triangulation:** Triangulation refers to using different data sources and different data collection methods to cross-check information. Accordingly, the researcher will use interviews, focus group discussion, observation and document review to collect data and triangulate them during analysis.
- **Listen carefully:** This refers to probing other questions and waiting patiently for the response of the members of the focus group discussion and/or interviewee without imposing the researcher idea.
- **Record observation Accurately:** it is important to record observation immediately as observation is going on.

Based on the above literature to maintain the trustworthiness of the research the researcher spends enough time to observe each school. The researcher also probes deeply when conducting interview and focus group discussion to understand the view of participants about the problem under the study. The researcher also requests a critical friend with professional capacity and PhD qualification to provide comment on the research process and he provided the comment. In addition, the researcher triangulates the data collected by interviews, focus group discussion, observation and document review during analysis. The researcher also listens carefully and probe additional questions and wait patiently for the response of the participant during the interview and focus group discussion and tape recorded the response of the participants. During observation the researcher take notes while the observation is going on.

4.9 ETHICAL CONSIDERATIONS

Before conducting research, any researcher has to think about the ethical consideration he has to follow. Because any subject of the study must not have been harmed: psychologically, physically, socially etc. because of the outcome of the research. The following paragraphs deal with what research Ethics is and how it can be maintained through the research process and after the research is completed.

Ethics is the branch of philosophy that deals with distinguishing between what is good and what is bad and identifying the right action from the wrong one (Menter, Elliot, Hulme and Lowden. 2011:47). According to, Johnson and Christensen (2014:126-127) Ethics are the guiding principles that enable us to treat the things and/or the situation that we consider as valuable. When conducting research, a researcher should follow certain guiding principles that guide and assist to conduct Ethical research. In other words, in the process of conducting research, the researcher should follow some ethical issues to confirm moral, ethical and legal standards of scientific inquiry. In confirming moral, ethical and legal standards the researcher should give due attention to human welfare and the sensitivity of the participants of the research. In any step of the research, anything that is harmful to the participants of the research and violates any codes of ethics of any profession is illegal. Therefore, a researcher should follow ethical issues in every step of the research (Girma 2014:34).

In collecting data from respondents or using data in which respondents are known ethics has to be taken into consideration. In this consideration it has to identify between “what is right or wrong; good or bad; proper or improper”. In other words, to conduct research in any field of study and one own work there must be research ethics guidelines. Therefore. researchers have to be aware of these research ethics guidelines (McMillan 2012:17). Patten and Newhart (2018:35) add that when researching to maintain research ethics the researcher has to follow certain principles. These principles are:

- Principle of beneficence;
- Principles of justice;
- Principle of autonomy;
- Principle of informed consent;
- Principle of debriefing;
- Principle of right to privacy.

Principle of beneficence: refers to ensuring during conducting the research any harm does not happen to the research participant for the sake of maximising the attainment of the research objectives.

Principle of Justice: The principle of justice refers to the equal treatment of each research participant. This means that any benefit and/or any burden (if any) related to that particular research must be equally shared among the research participant without any bias.

The principle of autonomy: is concerned with communicating the risk that can occur and the benefit that can be obtained in participating in the research. In addition, it also refers that communicating the consent to participate which refers to refusing to answer some questions; withdrawing totally from participating in the research at all. The general principle of autonomy refers to the participation in the research as voluntary; participants are free to decide to participate or refuse it. Informed consent is a key to facilitating ethical values in research. To get informed consent from research participants the researcher has to communicate to participants:

- The aim of the research;
- What will be done to them/The benefit they obtain from the research;
- What harm may occur;
- They may draw from participating in the research at any stage of the research without penalty.

This information must be given to the research participants in writing and participants must sign informed consent. Signing the informed consent indicating that their understanding of what they are going to do and their voluntary agreement to participate.

Principle of informed consent: Johnson and Christensen (2014:133) define informed consent as the agreement of the research participant to participate in the research but after getting enough information about the problem under study such as the purpose of the study, the procedures in which the research will be conducted, the risk that may be happening, the benefit obtained from the result of the research and limit of confidentiality. After getting the information they must give their agreement or consent to participate in the research.

Principle of debriefing: Refers to:

- Reviewing the purpose of the research and the procedure used and the result of the study with the participant after the research has been completed;
- Reassuring the data will remain confidential;
- Allowing the participant to ask any information about any aspect of the study;
- Providing information to participants on how they can contact the researcher in the future either to obtain more information or to ask for help any harm will have identified in the latter date.

Principle of right to privacy: Refers to collecting the data in the way its confidentiality is kept secret. This may include:

- Interviewing places that assumed to allow privacy;

- Placing the information collected in secured places where the researcher only knows;
- Separating the name of the participant from the information they give;
- Writing the report without describing the individual characteristics.

Girma (2014:34-35) also summarises the major concerns of ethics in conducting research. These are:

- the right of privacy of research participants;
- voluntary basis of participation that is participants can withdraw all in all or partially from participating in the research;
- participant gives consent;
- confidentiality and anonymity of participants;
- response of research participants to the approach of the researcher during data collection;
- the impact of the methods of data analysis and reporting of the final result on the participant;
- the behaviour and the objectivity of the researcher.

Some organisations and Universities develop their Ethical guidelines being on the aforementioned principles. For example, American Educational Research Association (AERA) and American Psychological Association (APA) have formal ethical guidelines for conducting research with humans. The Ten aspects of most ethical concern are:

1. The researcher is responsible for the ethical standards to which the study is aimed to;
2. The researcher should inform respondents of all aspects of the research that might influence their willingness to participate;
3. The researcher should be open and honest as much as he/she can to the participants to disclose necessary information about the problem under the study including debriefing the result of the study after the study;
4. Subjects must be protected from physical and mental discomfort, harm, and danger. There should be minimal risk to participants;
5. Informed consent must be obtained from subjects before collecting data if respondents are adults. If respondents are children parental consent is required;
6. Subjects must be informed to discontinue participation at any time without penalty or risk;
7. Subjects should be informed that participation must be voluntary. They should never be coerced to participate; or refuse participation;

8. Unless otherwise agreed to, data should be anonymous and/or confidential participant privacy should be protected;
9. For research conducted through, an institution such as universities, approval for conducting the research should be obtained before data are collected. This often means obtaining permission from an internal review board (IRB) before data collection;
10. Potential benefits to the control group should be identified (McMillan 2010:18-19)

Wiersma and Jurs (2009:437-438) explain that the purpose of the research, the procedure of conducting it, the researcher and risks that may occur must be addressed. The length of the time that the research will take and all responsibility of the participant will be explained to participants. Confidentiality and anonymity should also be maintained. Confidentiality means the identity of research participants from whom the researcher obtained the data must not have disclosed. Anonymity refers to the name of the participants of the research that is not known.

Gay, Mills and Airasian (2011:25) indicate that educational research is conducted with the cooperation of other people. Therefore, before starting data collection the researcher should get cooperation from educational institutions (research site) and individuals (research participants) to get the needed cooperation the first step the researcher must do is that identify and follow certain procedures to get permission to conduct research in the site that was chosen for the research. In the school system, the research permission is granted by the superintendent, school board and/or other higher administrators that schools are reported to. After permission is obtained to conduct the research from the institution informed consent should also be obtained from participants.

Informed consent will be required by starting an explanation to the participants that they can quite participate in the research any time they want without any penalty because participation in the research is voluntary. In other words, participants cannot be punished or they must not be forced to participate. And the researcher should inform them of any risk associated with the study.

In considering the aforementioned facts; in this particular study to examine the implementation of the school improvement programme in public primary schools of Oromia towns surrounding Finfine, Ethiopia, ethical issues were addressed in the following steps.

These are:

1. Ethical clearance form of UNISA was filled and submitted according to UNISA rules and regulations and obtained,

2. after explaining the purpose of the research, the letter was submitted to the Oromia Regional State Education Bureau to get permission to enter the research site towns: Sebeta, Burayu, and Legatafo-legadadi, Education Offices and to collect data from a participant at the Bureau level.
3. after submitting the letter that granted the permission to enter the research site (town education offices) the request to enter sample schools were forwarded to the town education office head.
4. and then after submitting the letter that granted the permission to enter the research site (sample schools) of each respective towns by explaining the purpose of the research permission was requested to collect data from the school respondents such as principals, deputy Principals, Teachers, Parent Teacher Association chairpersons of each sample schools.
5. after necessary permission at all levels, Oromia National Regional State Education Bureau, Towns Education Offices and schools, was granted the purpose of the research and procedures in which the study was conducted was explained to participants to get informed consents.
6. informed consents were requested from the participants and consents forms were signed by each research participant.
7. anonymity and confidentiality were assured to every participant of the study. That is no one is access to the information they give and their name is not exposed to anybody.
8. all participants were informed if they feel uncomfortable conducting the interview and participating in a focus group discussion can quit participating in the entire study without any punishment.

4.10 CONCLUSION

This chapter described the research design and methodology. The research was conducted using the constructivist paradigm view with the qualitative research design. Because constructivist paradigm view enables the participants of the study to understand deeply and construct the meaning in their outlook point of view about the implementation of the school improvement programme in public primary schools of Oromia Towns Surrounding Finfine, Ethiopia.

Among different specific types of qualitative research, design phenomenology was used with the assumption that it enables to penetrate the world of every research participant to know how they perceive the implementation of school improvement programme of public primary schools of Oromia Towns Surrounding Finfinnee, Ethiopia.

The population of the study was described and the sample was selected using the purposive sampling method. The purposive sampling method was used to select research participants who have a deep understanding of the problem under study.

The research used both primary and secondary data sources to examine the implementation of the school improvement programme in public primary schools of Oromia Towns Surrounding Finfine, Ethiopia.

The qualitative data gathering instruments, which are interview, focus-group discussion, observation and document review were used to gather data from participants. The qualitative data analysis techniques of six steps were employed to analyse, interpret the data collected and report it accordingly. The techniques of maintaining trustworthiness were discussed. Finally, the steps in which the ethical issues of the study considered were forwarded. The next chapter deals with the presentation, analysis and discussion of the data.

CHAPTER FIVE

PRESENTATION, ANALYSIS AND DISCUSSION OF THE DATA

5.1 INTRODUCTION

This chapter was dealt with the presentation, analysis and discussion of the data collected from the participants of the study through face-to-face interviews, focus group discussion, observation and reviewing the pertinent documents.

The participants of the study were one OEB Team Leader, three Town Education Offices School Improvement Team Leaders, three CRC supervisors, six PTA Chair Persons and six School Principals. These participants provided their views on answering the questions during the face-to-face interview. 42 teachers, seven from each six sample schools, six focus groups, one in each school were conducted. They explained their views in focus group discussion. The responses of the participants in the interview and focus group discussion were tape-recorded and transcribed. The interview and focus group discussion were conducted in Afan Oromo. It was transcribed from Afan Oromo to English.

From the transcripts, Themes were developed by reading and re-reading the transcripts, notes taken during the observation and document review. The following section described the Themes and Sub-Themes.

5.2 DESCRIPTION OF THEMES AND SUB-THEMES

The Themes and Sub- Themes developed were described in the following Table.

Table 5. 1 Description of Themes and Sub-Themes

	Theme	Sub-Theme
1	Role and responsibility of stakeholders	<p>LEADERSHIP AND MANAGEMENT</p> <ul style="list-style-type: none"> • Strategies of school improvement • Planning School Improvement • Incentives/Encouraging good performer • Leadership approaches • Teachers Continuous Professional Development • Action Research • Income Generation <hr/> <p>TEACHING AND LEARNING</p> <ul style="list-style-type: none"> • Implementation of the Active learning Methods • Instructional Aids • Supplementary material • Continuous Assessment <hr/> <p>COMMUNITY PARTICIPATION</p> <ul style="list-style-type: none"> • Community mobilisation • Regular visit • Support of Parents to Provide Their Children Educational Material • Community Service <hr/> <p>CONDUCTIVE LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> • maintaining conducive learning environment • Maintaining Beautifulness of the School • School facilities
2	View of stakeholders about effectiveness of the school improvement	View of stakeholders about effectiveness of the school improvement
3	Challenges of School Improvement	Challenges of School Improvement
4	Solutions recommended by respondents to challenges of School Improvement.	Solutions recommended by respondents to challenges of School Improvement.

5.3. THEME 1 THE ROLE AND RESPONSIBILITY OF STAKE HOLDERS

The following sub-section deal with the Sub-Theme of Leadership and Management.

5.3.1 Data on Leadership and Management

Leadership and management deal with designing the strategies and planning the school activities.

5.3.1.1 Data on Strategies of School Improvement

OEB Team Leader claimed, “OEB is working on four main pillars: access, equity, quality and efficiency of education”. He further explained that, according to the internal evaluation; there is a good performance on access and equity. However, quality and efficiency are problematic. Therefore, to bring the quality and efficiency of education through school improvement the Bureau uses strategies like planning, monitoring and evaluation and capacity building of human resources through training.

In line with the idea of the OEB Team Leader, Team leader 1 explained that:

We provide training at CRC and school levels. We also monitor and evaluate the schools concerning the implementation of school improvement.

Team Leader 2 adds that:

Regional Education Bureau provides training. However, after I came to this position there was no training at the Regional Education Bureau level. But last year, I have invited an experienced person and provide training to CRCs and schools under our Town Education office.

CRC supervisor 1 and 3 claimed that they use short term orientation, training and planning the school improvement.

On the contrary of the above statements supervisor 2 explained that:

We haven't provided training to schools. We provide the checklist by focusing on school improvement and giving short orientation on the contents of the checklist.

From the above statements of the OEB Team Leader, Town Education Offices School Improvement Team Leaders and CRC supervisors, it can be concluded that they used the training (short term, awareness creation, orientation) and planning the school improvement as the strategies of the school improvement. However, Supervisor 2 used the checklist to monitor and evaluate the implementation of the school improvement. It seems that though it is in different magnitude in one way or another Oromia National Regional State Education Bureau, Town Education Offices and

CRC supervisors use: training, school improvement planning and monitoring and evaluation as the strategies of school improvement.

Concerning the awareness creation on strategies of school improvement, the OEB Team leader argues that:

We provide training to Town Education Office school improvement team leaders, at the regional level to aware them the strategies of school improvement and how to implement them.

The above data revealed that, to create awareness on the school improvement strategies Oromia National Regional State provide training at the regional level to Towns Education Offices. This is because it is assumed that if they understand the strategies of school improvement, they can implement the school improvement effectively in the schools under their jurisdiction.

In line with the above statement of OEB Team Leader, Town Education Office School Improvement Team leader 1 and 3 state that, they conduct meeting on the monthly basis and discuss the performance of the school and strategies used at the school level. In addition, they also read the school improvement guideline to get awareness on the strategies of the school improvement and encourage the CRC supervisors to read the guideline.

Team leader 2 refuted the statement of OEB team leader by stating that:

Regional Education Bureau does not provide training currently. But I get experience from those who were worked in this position. In addition, I read the school improvement guideline and get aware.

The datum collected from team leader 2 showed that the team leader may be assigned to this position newly and do not get the chance to participate in the training provided by Regional Education Bureau.

Supervisor 1 and 2 state that during the inception of SIP to the Ethiopian Education System formal training was given to all implementers and stakeholders. After the inception of it, there was no awareness creation programme and training. The training was not given to the supervisors. Supervisors also do not provide the training to the school community and other stakeholders. Supervisor 3 argued that:

I have learned EDPM and during my MA study, I took SIP as one course. I took the training at the Town Education office level. I do not participate in any training at a higher level.

From the above statements of supervisors, there is no training for supervisors in the current days. They get awareness from reading school improvement guideline and the course taken at the

university level. This may create an awareness gap which may hinder the good implementation of school improvement.

principal 1 responds that:

I have participated two times in school improvement training before I was assigned to this school. In this school, training is not provided formally. We discuss with teachers and learners' representatives. Teachers did not take formal training.

In line with the argument of principal 1 teachers of school 1 confirmed that they do not take training on school improvement at the current time. They also said that, they took it many years ago. As a result of this, it has been forgotten now.

Principal 2 states that he gets awareness from his education at the university level. In addition, he states that he obtained the awareness from experienced personnel and reading guidelines. He aware teachers, in conducting discussion with them in the meetings, how to improve schools.

Teachers of the same school (school 2) agreed with their principal. They did not participate in the training of awareness. They took it during the inception of school improvement to the Ethiopian Education System.

Principal 3 confirmed that he read school improvement guideline and get awareness and attend short training provided at Town Education Office. He further explained that, aware school community by explaining his awareness as he read from the guideline and discuss with the school community at the meeting. Teachers of the same school (School 3) confirmed that, they discuss school improvement at the beginning of each academic year.

Principal 4 stated that:

I have taken short term training during the inception of school improvement in the system of Ethiopian Education when I was principal of another school. At this school, I did not take training. I share experiences with others out of this school. I share with teachers the experience I have shared with others during the meeting.

Teachers of the same school (School 4) confirmed that they do not take training except discussing at the meeting.

Principal 5 claimed that:

I participate in training from the office and other organizations and from the school itself. I provide teachers of my school awareness creation training on school improvement.

Teachers of school 5 refuted the statement of their principal by saying, they took training on the subject-specific such as English. They said we do not take training and have no awareness of school improvement.

On the contrary to the words of principal 5 principal 6 argued that:

I read the guideline. I have no training on school improvement. We discuss this with teachers at the meeting.

Teachers of school 6 confirmed that they did not given training.

From the above statements of the supervisors, Principals and Teachers, there are orientations and awareness creation and short-term training on the general aspects of education which includes roughly the school improvement. However, there is no massive training to stakeholders of school improvement focusing on the school improvement strategies, domains of school improvement, planning and implementation of school improvement, the role of stakeholders and monitoring and evaluation. This may hinder the implementation of school improvement as there is a frequent turnover of school principal and the transfer of teachers from school to school. It also showed that, there may be lack of coordination between regional state down to the hierarchies.

As the data revealed training provided to CRC supervisors, principals and teachers is not updated and adequate. It is not given with necessary detail and covers all aspects of school improvement to enable them to understand how the school improvement is implemented. As a result of this, even though they share experience from the experienced ones and read school improvement guidelines the newly assigned at each position has problem in the implementation of the school improvement.

5.3.1.2 Data on Planning School Improvement

Concerning the preparation of the school improvement plan OEB Team Leader responded that:

We call town education offices school improvement team leaders and plan together. Every town took its share and plan again according to their context.

The above statement shows that Oromia Education Bureau prepares and provide template of the school improvement plan. The Bureau provide orientation to Town Education Offices with the assumption that they, in turn, call the CRC supervisors and school principals. It is also provided them training on how to prepare the school improvement plan and practice in completing the

template. This makes the process of preparation of the plan easy and enables us to keep focused on the focus area of the National Regional State of Oromia Education Bureau.

In line with the claim of the OEB Team leader, Town Education office school improvement team leaders stressed that, they initiate school principals and CRC supervisors to prepare the school improvement.

On supporting the above statement Team Leader 3 assured that:

After the schools prepare the plan, they sent it to the Town Education Office and we evaluate and identify what aspects of school improvement is included and what is not included. If all the necessary aspects are included in the plan, we accept it and approve it to be implemented. If it has not included all components, we identify what is not included in the plan and we orient them to include and send it back to them again and relook at it and approve it.

From the expression of the team leaders of 3 towns of school improvement, the researcher understand that they took the plan of the school and evaluate to what extent it included the components it has to be included according to the focus area of the National Regional State of Oromia Education Bureau. In other words, they identify the weakness and strengths of the plan. After the identification, they return to the schools and corrected the weaknesses and approve it to be implemented. Looking through the school improvement plan of the schools is not enough to witness its appropriateness. This shows that enough support is not provided as there is no sitting together and providing professional support and follow up during the preparation of the plan.

The data collected from the CRC supervisors indicate that, they do not participate with schools in preparing the school improvement plan.

supervisor 1 state that:

I am not participating in the planning. The planning is not prepared strictly following the guideline of the school improvement. It is adapted from the previous years and it is not difficult.

In agreeing with the statement of Supervisor 3 Supervisor 2 explain that:

I initiate them to prepare school improvement. I also write comment on the supervision book. I do not participate with them to prepare the plan. I do not check the appropriateness of the plan.

Supervisor 3 states that:

when they (schools) give me their plan, I see it and check whether it contains all the components, especially that of the principals who came directly from teaching without experience. I do not participate in the planning of SIP of schools.

From the claim of supervisor 1, it can be concluded that the school improvement plan is adapted from the previous year's other than preparing the new plan. This shows that the consideration given to the plan is not as required.

From the data collected from supervisor 2, the researcher understands that she does not bother about the correctness and wrongness of the plan. She bothers only about whether it is prepared or not. In other words, she does not identify the weakness and strengths of the school improvement plan of schools under her supervision.

The statement of supervisor 3 showed that she sees the school improvement plan of the schools and check whether it contains all the components or not. she gives special attention to newly assigned principals without the experience of preparing school improvement planning.

As far as the researcher is concerned, the way CRC supervisors support the preparation of the school improvement is not adequate. Only identifying the weakness and strengths of the plan is not enough. supervisor 2 even never identify the weakness and strength of the plan, what is included and not included in the plan.

Concerning the Participation of the school community in preparation of the School Improvement Plan, principals 1,2,3 and 5 states that, they conduct survey for self-evaluation. They distributed the questionnaire to the school community. Upon collecting the completed questionnaire, it will be analysed. Based on the findings they are going to identify the strength and weaknesses of their respective schools. They set priority based on the weaknesses of their schools. And then PTA and Management team prepare the school improvement plan.

In consistence with the statement above, school 3 principal assured that:

In preparing the school improvement planning we focused on the weakness of the school. We attempt to identify the weakness of the school. Based on these weaknesses we have prepared the questionnaire and distributed it to learners, teachers, parents (Stakeholders) to give the priority to the identified weakness. Based on the feedback from the questionnaire, the plan is prepared by the PTA and school management team.

On the contrary to the above statement, principal 4 and 5 claimed that they identify the problem of the school and prepare school improvement planning without the participation of school communities. After the preparation of the plan, they conduct meeting with PTA, parents, community and teachers for their comments.

Principal 6 state that:

When school improvement planning is prepared, as a guideline there is questionnaire to be completed by the school community. But I pretend as if I distribute the questionnaire and prepare the plan. Because there is the work load. No participation of stakeholders.

All Teachers participated in-focus group discussion, refuted the claim of principals 1,2,3 and 5 by indicating that, they do not participate in the preparation of the school improvement planning. They do not complete the questionnaire to conduct self-evaluation and comment on the school improvement planning. They are given their share to implement.

School 1 and 6 teachers who participated in the focus group discussion confirmed that, according to the guideline of school improvement, school improvement plan has to be prepared by collecting the data from teachers, learners and the community to conduct self-evaluation. And then school management add its comment and prepare the plan. However, as their school, the school management prepares it without the participation of teachers, learners and community.

The data collected from teachers revealed that school improvement at the school level is prepared without the participation of the school community. As far as the guideline is concerned to prepare the school improvement plan there must be questionnaire to be distributed among the concerned bodies such as teachers, parents' learners and CRC supervisors to identify and prioritise the problem of the school.

As it can be seen from the data, most principals assured that they distribute the questionnaire. However, teachers of all schools who participated in the focus group discussion refuted that they do not complete the questionnaire and participate in the preparation of the school improvement planning. From this statement what can be concluded is that, the way teachers participate is not transparent. It may accommodate few teachers.

Concerning communicating school improvement plan all principals respond that they call the community in general and parents of the learners meeting and explain their plan to them. They discuss with the school community such as teachers and learners in the meeting.

Regarding this Principal 1 assert that:

We communicate school improvement planning through meetings conducted with parents and the community. We communicate it to teachers and learners' representatives of grades 5-8.

From the above data collected from the principals, it can be concluded that school principals communicate the contents of the plan, the activities to be performed, the resource needed to implement the plan. The assumption of the principals is if awareness is created on the school improvement, they get support from these stakeholders for its implementation. However, it is not enough to communicate in short meetings of less than one or half-day to create deep understanding of school improvement.

On the contrary to the principal's assumption, it may raise the grievance between the principals and teachers as the teachers do not participate in the preparation of the plan. They may resist its implementation by saying why do we bother with the school improvement planning that we did not participate in".

In responding to the support, they provided to schools, in implementation of the School Improvement Plan, Town Education Offices Team leaders responded as follows.

Team Leader 1 responded that:

We identify and discuss the problem that hinders the implementation of the school improvement with the community. After we identify the problems, they can be assigned where they can be solved. Some problems can be solved at the CRC level, at the town education office, at the municipality and Regional State Education Bureau.

The above data collected from team leader 1 reveals that problems that hinder the implementation of school improvement were identified through discussion. After it is identified, the problem is referred to the concerned bodies depending on the roles and responsibilities of the concerned bodies (CRC, Town Education Office, Municipality and Oromia National Regional State Education Bureau).

Apart from the words of Team leader 1, Team leaders 2 and 3 states that they evaluate the performance of the school during supervision by the Town Education office and CRC supervisor. After supervision, they conduct meeting to determine the performance of the schools and identify their weakness and strength and tell them on the meeting. Accordingly, they ranked the schools based on their performance. They support schools according to their performance. They compare the performance of the school against the plan.

The data showed that they identify the weakness and strengths of the school and provide support with special attention to the respective weakness of the schools in the implementation of the school improvement plan.

In responding to how they follow the implementation of the school improvement plan CRC supervisors stated that after the school improvement plan is approved and the implementation is commenced, they follow it using the checklist. The checklist is prepared against the plan of the school and the focus area of the Town Education Office.

From the above statement, the data from CRC supervisors indicate that the implementation of the school improvement plan is followed by checklist. The checklist is prepared based on the focus areas of the government and adapted to contextual situations down the hierarchy. The intention behind the preparation of the checklist and following through with it is, to perform all planned activities without being forgotten.

Regarding the implementation of school improvement principals 2 and 3, state that after the process of preparing school improvement is completed it is divided into the school community.

Regarding this principle 2 states that:

We identify the plan to which it belongs and divided it into principal, deputy principals, department heads, clubs, different committees and teachers in groups and individually.

From this statement, it can be concluded that school principals divided it among school communities based on the roles and responsibilities of each of the members of the school community.

Regarding monitoring and evaluation principal 1 state that:

After assigning the planned activities to the concerned group and individuals, we produce checklist to follow how they perform the activities. The curriculum committee evaluates the performance according to the checklist.

On the contrary to the idea of principal 1 principal 2 states that they monitor and evaluate by observing the implementation of the plan, by conducting supervision and taking report from implementers within two weeks. Supervisor 3 added that they identify the most important activities and they observe the implementation.

Principal 4 and 6 also concurred that they use the checklist and written reports and observation.

Principal 5 state that:

We conduct it on the learners' performance. we identify learners who can read and write. After that, we rank the performance of each activity. Depending on the evaluation, we also plan on less performed activities.

It can be concluded that from the statements of the principals in the above paragraphs school principals monitor and evaluate the implementation of school improvement using different mechanisms. The mechanisms they used are checklist, supervision, observation, written report, recording work done and evaluation meeting.

The aforementioned section described the data on the planning of school improvement. The following section described incentives/Encouraging, good performers.

5.3.1.3 Data on Incentives/Encouraging Good Performer

Regarding encouraging schools that are good performers in implementing school improvement programme team leaders point out that they prepare the checklist of evaluation for all schools in the town. According to the checklist, they identify the weaknesses and the strengths of each school. Based on the weaknesses and strengths, they rank the school and provide them incentives.

supervisor 1 and 2 states that, they do not classify the schools according to their performance and do nothing in the school improvement implementation except provide support and follow-up.

On the contrary to the statement of supervisor 1 and 2 supervisor 3 claimed that she has criteria to classified the schools in different categories based on their performance of the implementation of the school improvement programme. She also further explained that, she conducts the evaluation with the principals and determine the performance of each school upon the agreement of each principal based on the pre-stated criteria. Accordingly, they are aware of where they are in their performance of school improvement implementation compared to other schools within the CRC.

The collected data from supervisor 1 and 2 showed that they do not classify schools according to their performance. However, supervisor 3 classified schools according to their performance. But she does not provide support based on their performance. Generally, it can be summarised that the support supervisors provide to schools is not performance-based.

5.3.1.4 Data on Leadership Approaches

Regarding the leadership approaches, they used OEB Team Leader assert that:

At Oromia Education Bureau there is no consensus to use a specific style of leadership. However, I recommend them to use instructional leadership though it is impossible to use one style always. But in adjusting the styles according to the situation, there must focus on instructional leadership.

In consistence with the quotation of the OEB Team Leader, CRC Supervisor 1 and 3 also noted that they encourage the school principals to use instructional leadership. Because as they further explained the main target of the school improvement programme is to bring change in learner academic achievement and behavioural change. This can be realised by using the instructional leadership approach.

Supervisor 3 emphasised that:

I want the principals to use instructional leadership. Instructional leadership influence directly the teaching and learning process. Unless we implement this leadership, we never bring change.

Team Leaders 2 and 3 assert that they encourage schools to use participatory. Because they can take different ideas to get the contribution of individuals.

principal 1,2,4,5 and 6 claimed that they use democratic/participatory leadership approaches.

Principal 3 postulate that:

I am not trained in leadership. My BSC is in Subject (The name of the subject is omitted because of Ethical Issues). I have no Idea about leadership style. I use the discussion and divided the job among the staff members. I do not impose on the staff. I need their agreement and tried to convince them. It is participatory.

The data collected from principal 3 showed that he is not trained in leadership.

In line with the quotation of principal 3 principal 1 state that:

There are different leadership approaches as I understand. One approach gives special attention to the job and ignores the employee and vice versa. The other approach gives equal consideration to both the job and the employee. Among these three approaches, I use the approach that gives equal consideration to employees and the job. Because if there is no employee or motivated the job cannot be performed properly and if the job is not performed properly the organisation may fail. Therefore, I balance between the job and the employee.

On responding to how they resolve conflict, principals 1, 2, 3, 4 and 6 resolve the conflict by conducting the discussion between the conflicting individuals and coming to the solution/s of conflicting issues.

In addition to discussions principal 1 state that:

There is a conflict that can be solved by conflict. For Example, if individual comments on issues that he does not concern about, we aggressively talk to him. This issue is not your issue you are not concerned about this please keep quiet. Don't do it again. we ordered him not to interfere with a situation that is not concerned him. He also understands that he makes mistakes by interfering with the issues that may not concern him. Generally, we solve such conflict aggressively by telling his mistake immediately.

principal 5 argued that:

We identify the cause of conflict. If the conflict is arising from lack of awareness, we create awareness. If it will be created deliberately, we solve it by using the guideline.

From the above statements of respondents, it can be understood that, the conflict among the school community is resolved by the negotiation between the conflicting bodies. However, in school 5 the conflict is resolved according to the rule and regulations of the school.

Regarding the delegation of assignments to the school community for the good implementation of school improvement, principals pointed out that they list down the activities that have to be done according to the school improvement planning of the schools. They also identify the qualification and specialisation, performance and interest of each member of the management team, teachers and PTA members. They further explained that, they assign the activities to the appropriate person depending on the factors stated in the above sentence.

In line with the above statement principal, 5 responded that:

I took into consideration the interest of the teachers, subject specialization and potential of teachers.

The response from school principals suggests that, the assignment is delegated to the best who can perform them appropriately following the guideline of the school. In other words, the assignment can be delegated according to the role and responsibility, qualification, specialisation, overall performance and the interest of the individual.

Concerning how they communicate all principals state that they communicate with the Town Education office, CRC Supervisor, PTA, KTEB, parents, teachers and learners, community, different NGOs, individuals, Town Education Office, security office, police office, Women, Child and Youth affairs office. They use means of communication such as letters, phone, reports and face to face.

Principal 1 state that in addition to using the above means of communication he states that:

This day is the day of technology. We post the work we have done on the telegram. So that the concerned body can see it. We receive the checklist monthly from CRC and Town Administration Office and report in writing.

As indicated above, schools need the support of other bodies to facilitate the implementation of school improvement. The bodies that are supporting the implementation of school improvement

are the Town Education office, CRC Supervisor, PTA, KTEB, parents, teachers and learners, community, different NGOs, individuals, security office, police office, women child, and Youth affairs office etc. These bodies are communicated by letter, phone, report and face to face.

The assumption to communicate with these bodies is to strengthen the relationship between the schools and stakeholders to facilitate the implementation of school improvement. Using such means of communication is to facilitate the communication.

The above section described Leadership Approaches. The next section explained data on teachers' continuous professional development.

5.3.1.5 Data on Teachers Continuous Professional Development

In responding to the question of how Teachers Continuous Professional Development is conducted the respondents assert that, teachers identify their skill gaps in the teaching and learning process and the school identify the problem to be solved by teachers and distribute them among the teachers to solve them. However, the implementation is not encouraging. Because there is a lack of awareness at different levels.

Regarding lack of awareness on the implementation of the CPD one of the teachers of school 2 who participated in focus group discussion asserted that:

“As far as I am concerned, let alone to teachers it is not clear for those who have prepared it”.

In consistence to the statements of one of school 2 teachers, teachers of school 5 participated in the focus group discussion argued that:

We do not have enough orientation on how to plan and implement CPD. We have inadequate orientation which was not given by professionals. We do not have support from each of us.

The respondents further explained that, even though teachers identify their skill gaps and provided problems to be solved from the school its implementation has no uniformity among the schools. They further explained that, there are no benefit differences between teachers who have performed CPD and those who are not. A great concern was given to it during its inception. But now it seems that it lacks attention from Oromia National Regional State Education Bureau down to schools. The follow up of the CPD implementation, awareness creation, training and experience sharing is minimal.

Regarding this supervisor 2 states that the participation of teachers in CPD is different from today and when it is introduced to the Ethiopian Education System.

When it was introduced, there was training for teachers, principals and supervisors. But today the training does not provide and the commitment of teachers is low.

As the data collected from the respondents revealed, even though the contribution of CPD for the good implementation of school improvement is acknowledged by the respondents it is not implemented as it is expected to contribute to the school improvement. The data also showed that there is no awareness of the implementation and concept of CPD at all levels of the hierarchy. As it can be deduced from the data collected its implementation has no uniformity from school to school even in the number of skill gap of teachers and school problem to be solved in one year. For example, Team Leader 2 state that teachers identify 3 skill gaps in themselves and work on them to improve them.

Supervisor1 state that:

A teacher is expected to work CPD on 1 school problem and 2 teachers skill gaps identified. Then they plan to implement.

On the contrary to Team Leader 2 principal 3 indicated that:

The school identifies its problem from 3-5. Then the teacher identifies his problems in the teaching and learning process. He took 3 of his weakness and 3 of the school problems and plan to solve these problems.

Teachers of school 2 added that:

We have selected the CPD coordinator. We select problems of ours and the school. Then we took 2 of the school problems and one of our problems and we plan on it. we have the problem of awareness. We discuss the problem of the school. We do not discuss our problem. It remains at the planning stage.

The document review confirmed that the problem of the school identified and the skill gap of the teacher identified is different from school to school and remain at the planning stage.

On responding to how they follow up the planning and the implementation of CPD in schools

Team Leader 2 state that:

There is a problem with the planning and implementation of CPD. There is also sometimes copy-paste. Its implementation is not as required. Some teachers work the whole 60hrs assigned to CPD. It is not implemented as it is planned. It remains at the planning stage. The implementation is not followed.

The document reviewed on the plan of CPD of teachers asserts this. In other words, teachers plan their CPD and did not implement it.

In agreeing with the words of Team Leader 2 Principal 1 assert that:

We don't have mechanism to follow the implementation of teacher continuous professional development except approving the plan, no follow up of the implementation of the plan.

In consistence with the statement of principle 1 principal 2 added that:

Teachers plan their Continuous Professional Development in identifying their weaknesses. One of the schools' problems and 2 of their skill gaps. It is only remaining at the planning stage. We do not cross-check its implementation.

In agreeing with the above paragraph principle 6 states that:

Town Education Office asks us in supervision or reports how many teachers plan to do the CPD. The office does not ask us about the implementation of CPD; Accordingly, we encourage teachers to plan their CPD.

The above data shows that the implementation of CPD is not managed and controlled properly. In addition, due consideration is not given as it is contributing to the implementation of the school improvement. The awareness the school community have is different from school to school and principal to principal. It remains at the planning stage. It is not implemented and not followed.

All sample school teachers who participated in focus group discussion believe that CPD is very use full to increase their competency in their teaching profession if it is implemented properly. However, they lack the awareness to participate in it to get benefit from it to play their role in the implementation of the school improvement. In addition to lack of awareness, there is also lack of coordination among the role players in the education system of the region. They further explained that, there is no commitment and uniformity of the implementation at all levels and reporting the work done on CPD is not well organised.

Regarding this one teacher of school 6 explained that:

There is difference between preparing a CPD plan and implementing it. When implementing it; each teacher implements it in different ways. The training provided is different. CPD is whose heart is not obtained. Because the training given is not uniform. It is changed from time to time. I also trained in another school. The training I took from another school and this school is different. When the plan is prepared it is different and has no uniformity. Even though the problem of the teacher is different the understanding and plan format has to be the same.

In consistence to the comment of this teacher, one of the teachers of school 3 claimed that:

We have no training on CPD. There is format of plan of CPD. We complete the form year after year redundantly as we have no deep awareness of the planning of CPD.

One teacher of the same school added that:

I have worked in different schools. As I have observed there are differences from school to school. In my previous school, we plan individually and in the group. when I came to this school planning in the group does not exist. As I understand the problem is with training. Different trainers give different things. It is about improving your skill but others work on school problems.

As it can be seen from the above data from planning to implementation the consideration given to CPD is different from school to school and principal to principal. It seems that there is no follow up strategy for the implementation of CPD.

Concerning the provision of the short-term training on the CPD, the participants have different views. Some respondents state that though it is not satisfactory and does not create enough awareness on the planning and implementation of CPD they took currently at the beginning of each academic year. Others argue that they took it many years ago at the introduction of the CPD in the Ethiopian Education System. The others responded that they did not take it at all.

supervisor 1 state that:

We provide short term training on how to identify the skill gap, solve the skill gap identified and the problem of school identified at the beginning of the academic year.

Regarding the principal respondents even though it is not enough to create awareness and plan and implement the CPD principals 1,5 and 6 provide training on the CPD. On the contrary, the other principals 2,3and 4 do not provide at their respective schools.

Regarding short training on CPD as it can be seen from the above paragraphs it is not successful in supplementing school improvement. In schools it is provided, it is not created good awareness on the CPD issues. It seems that it is not provided in the necessary details to create adequate awareness to the stakeholders.

On responding to how often they conduct peer observation to share their experiences to increase their competency to supplement school improvement supervisors 1and 3 states that they do not conduct peer observation. However, supervisor 2 conduct it.

Supervisor 2 states that:

Yes, teachers in the school conduct it though it is not continuous. Teachers observe each other once a semester.

All principals except principal 3 argued teachers of their school do not conduct peer observation.

Principal 3 state that:

Yes, we have. Because it is one of the evaluation criteria of teachers and they observe each other. we have the format of peer observation. Teachers observe each other and they complete the form which includes what they observe and learn from the other teacher.

Inconsistency with the idea of the principals above all teachers who participated in the focus group discussion respond that they do not observe each other except school 3 teachers. School 3 teachers respond that though it is not continuous they observe each other in rare cases.

The above statement of the CRC supervisors, principals and teachers show that peer observation is not conducted among teachers of all schools under the study except school 3. This can be due to lack of understanding of the benefit of peer observation and/ or due to the workload of teachers.

Concerning the experience sharing, supervisor 1 and 2 states that they do not conduct it in the CRC and out of CRC. Supervisor 3 however, coordinate it within CRC in rare cases though it is not adequate.

In contrary to the idea of supervisor 3, all Teachers participated in focus group discussions state that they do not conduct experience sharing with schools in their respective CRC and out of their CRC.

From the above statement, it can be concluded that to increase the competency of teacher's peer observation and experience sharing is not conducted at CRC and school level. The assumption behind this is, there is no understanding of role players on the contribution of peer observation and experience sharing for the CPD.

OEB Team Leader responded on the factors that hinder the implementation of CPD. He claimed that some teachers degraded the importance of CPD. As they have graduated from the university and/or the college they assume that they acquired the necessary skill and knowledge. As a result of this, there is no belief that I have to update my profession. On the other hand, CPD needs resources. It is not supported by the budget. There is no difference between teachers who do CPD and those who do not do it. No incentive is provided for those who are performing CPD.

In line with the words of the OEB Team Leader, Towns School Improvement Team Leaders, CRC supervisors, principals and teachers elaborate the factors that hinder the Implementation of CPD as follows.

Lack of interest of teachers, lack of monitoring and evaluation, lack of time, lack of awareness,

imposition of school principals on teachers to do CPD without their interest, lack of incentives, no certificate of participation of training, not lead by professionals, teachers think it as it is brought to make teachers busy, lack of commitment of leadership and teachers, lack of experience sharing, no uniformity of guidelines, understand it in different ways, lack of training and retraining regularly to refresh and update teachers.

As it is deduced from the words of the participants the researcher understands that CPD is not implemented as it is required. There is problem with understanding the concepts of CPD. As a result of this, as it is confirmed by participants its implementation is different from school to school. The focus given to it from Regional Education Bureau to school authorities is minimal. No guide line makes it obligatory. Massive training was given at its introduction to the Ethiopian Education system. At this time there is no training on CPD at different levels of hierarchy from Oromia Regional state to the school level. This can hinder the implementation of the CPD because there is turnover of professionals and additional new teachers come to the teaching position. These professionals came to the leading position without training on the CPD and the same is true for teachers.

In addition to the awareness problems, there is no experience sharing in the CRC and out of CRC and no peer observation which indicate that there is lack of budget and workload. Most professionals assigned to positions of Town Education offices and school principals are not graduates of EDPM and /or Curriculum studies. They are subject specialists without taking the course related to CPD. This also hinders the implementation of CPD which in turn negatively affect the implementation of school improvement.

The above-mentioned section noted data on CPD. The next section described the data on Action Research.

5.3.1.6 Data on Action Research

On responding to support, they provide for the implementation of the Action Research OEB Team leader confirmed that:

We provide Town Education Offices with the guideline. However, it is not supported as required and implemented as required. The support given is not followed. There is way of incentive in the guideline but not implemented as per the guideline.

Town Education Offices Team leaders also reported that the support they provide to teachers on the Action Research is minimal. The supervisors of CRC also respond that they do not provide support to the schools they supervise.

Concerning this supervisor, I responded that:

I am not provided support in the form of training, because I have no budget at the CRC. We orient the teachers to conduct it and it is included in the teachers' performance evaluation. However, very few teachers are conducted because of two reasons. On one hand, there is no understanding of how it can be conducted; on the other hand, it is considered as additional workload.

From the response of the supervisor, it can be concluded that teachers do not consider conducting Action Research as part of their job. They see it as additional work imposed on them.

School principals confirmed that teachers do not conduct Action Research. Only few teachers submit the proposal. Even these few never proceed beyond the proposal.

Regarding this Principal 1 state that:

There are titles from Regional Education Bureau and Town Education Office. We introduce the topics to teachers. However, only few teachers tried to conduct. Other teachers refuse to work and to be sampled and provide data. They see it as additional work.

In line with the statements of the principals' school teachers also confirm that the implementation of the Action Research by school teachers is minimal.

OEB Team Leader state that:

Lack of awareness, lack of budget, workload of teachers, lack of incentives were the main challenges of conducting action research at the school level.

In consistence to the statements of OEB Team Leader, Town Education office School improvement Team leaders, CRC supervisors, school principals and teachers list the following factors that hinder conducting Action Research in schools:

Lack of incentives for teachers, lack of training on how to conduct Action Research, lack of knowledge, to conduct and support teachers to conduct Action Research on the parts of CRC supervisors and school management team, lack of manual at CRC on Action Research at school and CRC level to refer back and train teachers. Lack of follow up from the CRC supervisors and school management team, there is no belief that the Action Research can solve the problem. Lack of time: teachers are overloaded, lack of knowledge and skill, lack of interest, lack of budget, lack

of reference books, lack of manual on how to conduct Action research, Inconvenience of the school environment and lack of experience.

The above sub-section described the data on Action Research. The following sub-section described data on income generation

5.3.1.7 Data on Income Generation

Concerning the income generation, OEB Team Leader explained that:

We aware and encourage schools to generate income depending on their context. We encourage rural schools to produce vegetables and fruits, farm the lands they have. We also encourage town and semi- town schools to rent shop and create other means of income according to the context of their school. However, it does not cope with the increment of the cost of education.

When responding to the same question all team leaders and supervisors share the idea of OEB Team Leader.

In addition to the above means of income supervisor 3 explained that:

Even though it is possible to generate income in different ways I prepare project proposal and submit it to the factories to support schools. I did it for two schools.

Principal 1 states that the school has different income generation mechanisms to support the implementation of the school improvement. These are grass sell, shop rent, tea room rent, land rent and the contribution of money from the community. PTA of the same school PTA 1 also agrees with the principal in explaining that the school rent 5 shops and rent land for bricks production, it sells grass from the school compound. The school also request the community to contribute money once a year. In addition, principal and PTA chairperson indicate that with the income generated the school hired 2 janitors and 1 security guard of the school. It is also used for fulfilling educational materials and providing training for teachers to supplement the implementation of school improvement.

Principal 2 concurred that we have: “the contribution of the community, grass selling and eucalyptus trees and we have shade to rent”

Principal 3 report that:

We call parents and discuss the problem of the school and request parents to contribute. They agree and contribute. We allocate the money to hire teachers for pre-primary, janitors and to fulfil educational facilities.

Principal 4 articulate that:

We don't have the means of income generation and contribution from the community as the community surrounding the school is poor. We use only the government budget.

Principal 5 postulate that the school has farmland and rent it and it sold the grass in the school compound.

Principal 6 and PTA 6 claim that they have income from the contribution of the community and use it for the maintenance of the school and buy learner seat. They build toilet for teachers and pay the salary of school security.

From the above data collected from the participants, schools have different income generation mechanisms such as grass sell, renting sheds, land rent and contribution from the community. The assumption behind generating the income is as there is shortage of government budget to implement school improvement at the school level, there must be income generation mechanism to supplement the school improvement where the government budget can't reach. However, as it is responded by the respondents the income generated is not adequate for the good implementation of school improvement

5.3.2 Discussion on Leadership and Management

As the findings of the study revealed, even though the result achieved in access and equity is promising the quality of Education deteriorated. This finding is in line with the finding of MOE (MOE 2008:2). See section 3.3.6.2 of chapter 3.

The school improvement guideline (MOE 2011:13) indicated that to implement properly school improvement programme schools provide training on meaning, objectives and its contribution. The training has to be provided to stakeholders such as teachers, learners, parents, community and administrative staff of the school. The other strategy to be used for the proper implementation of school improvement is preparing the plan by identifying the strengths and weaknesses of the school. In other words, schools have to conduct assessment of their specific needs. In addition, as the guideline further explained schools has to conduct monitoring and evaluation on how the planned activities were implemented.

In line with the above literature even though there are other different strategies to implement school improvement OEB, Town Education Offices and CRC supervisors use planning, training and monitoring and evaluation of the school improvement. They use these strategies depending on the standard made by MoE and OEB and the context of the schools.

These ideas are aligned with the idea of (Reynolds 2010:151; Creemers and Kyriakides (2015:110); Makoelle (2011:75); Meador (2017:1); (MoE 2011:13-14) see section 3.5 of chapter 3. In using different strategies of school improvement schools have to consider their context. Accordingly, the Council of chief state school officers (2017) state that as one size do not fit all; schools have to choose among others those fit their particular context. See section 2.5 of chapter 2. Strategic planning as the strategy for school improvement is very important. Because it determines the organisation's success or failure (Chukwumah 2015:136). As it is revealed from the data collected from the participants when preparing school improvement planning schools do not benchmark good performing schools. This is the contrary of the idea of (Reynolds 2010:151). See chapter 3 section 3.5.

Concerning awareness creation on the strategies of implementation of school improvement Lamesa (2016:50) stated that the intention of creating awareness on the implementation of school improvement through training is to provide information to raise the understanding level of stakeholders. As a result of this, the stakeholders' attitude towards the implementation of school improvement can be changed positively. It also raised the interest and the capacity of stakeholders to implement school improvement. However, the finding of the study revealed that the awareness creation made through training to the stakeholder is inadequate and it is not up to date.

As literature indicated school improvement planning is considered to be an important concept to schools to be improved. Therefore, concerned authorities at each hierarchy have to create awareness in providing training on the contribution of the school improvement planning of the attainment of the goals of the school to create knowledge, skills and interest to implement it (Voort and Wood 2014:1). To realise the purpose of school, principals and teachers have to prepare effective school improvement plan. In other words, school improvement planning help schools to achieve their intended goal if the priorities are identified and necessary resources are assigned. Deventer (2016:30; (Agi 2017:90) ;(Xaba 2006:16). See section 3.5.2. of chapter 3. It is contrary to this literature that supervisors do not provide training on the preparation of the school improvement. The Town Education Office Team Leaders claimed that they provide training. However, supervisors refuted the claim.

From these statements, it can be concluded that there is lack of coordination and follow up of the planning of school improvement between the hierarchy down from the Town Education office to schools.

This finding is to the contrary of the system theory. According to Johnson, Johnson and Johnson (2014:11) system is described as a group of interdependent structures that can interact in a regular pattern to bring the intended objectives of the organisation. Comprehensive training does not provide currently except during the inception of school improvement in the Ethiopian Education system from the Regional Education Bureau down to school teachers to create awareness to contribute for the good implementation of school improvement This means there is lack of follow up what these structures do. In line with the above literature, Ayalew (1991:20) argued that system theory shows how the organization interact with its environment and it works among each participant or subsystem. See section 2.7.1 of chapter 2. As the finding of the study revealed the interaction of OEB, Town Education Office supervisors and school on the planning, implementation and monitoring and evaluation are not as it is required.

According to Lammessa (2016:2), participating stakeholders in school improvement planning gives chance for every stakeholder to contribute to the effective implementation of the programme. In addition, SIP framework and implementation guidelines require schools to conduct self-evaluation to identify their strengths and weakness. And prepare their improvement plan through active participation of the school communities (Kasahun etal.2016:30). However, as the data confirmed, school improvement planning is prepared in schools with no/with the limited participation of stakeholders.

Incongruent to the above data MOE (2011:22) there is the individual difference among stakeholders on awareness, participation and capacity. As a result of this, some members of stakeholders are committed and interested to improve their schools, while others lack the interest and commitment to do so. This difference will hurt the comprehensive planning and implementation process. Hence, to secure the consent of all or most of the stakeholders, the meaning and importance of school improvement and the stages it passes through, expected outcomes from the process should be made. In other words, to implement school improvement as it is intended to be implemented it needs lots of communication with relevant stakeholders, including teachers and staff, families and community members (Isernhagen No year:1).

As the findings of the study revealed school improvement planning is prepared with no or limited participation of the stakeholders. This is to the contrary of the literature. Deventer (2016:140) States that preparing school improvement planning has to involve all stakeholders affected by the plan. See section 3.5.2 of chapter 3. It is also to the contrary of TQM, in all aspects of the organisational work to improve continuously, the quality through the teamwork has to achieve the intended organisational objectives (Hosein 2016:1155). See section 2.7.2 of chapter 2. Taahyadin and Daud (2018:25) argued that the plan should properly get the acceptance of employees and be implemented successfully to bring the intended result. This can be done through the participation of employees and teachers in the decision-making process; creating a sense of collegiality and belongingness among the school community. See section 2.4 of chapter 2. In addition, the Council of chief state school officers (2017) indicated that it is necessary to participate community, parents' staff, civil rights organisations and community members- in decision making, need assessment, school improvement plan development, monitoring, in gathering actionable data and information during implementation. See section 2.5 of chapter 2.

In the process of planning school improvement plan, there must be the process of communicating the plan to the concerned body. The principals argued that they communicate the plan through the meeting. This is congruent to the literature. (Deventer 2016:140) Concerning the communication of the plan stated that different contents of the plan have to be communicated effectively.

As the claim of principals, they use different mechanisms for the monitoring and evaluation purpose. As the guideline of SIP, MoE (2011:42) school community should have monitoring strategies showing whether the school followed the right path and with the right pace to achieve its target. Though there are not exhaustive, the strategies the school principal used are congruent to the guideline. Duke, Carr, and Sterrett (2013:35) state that the school improvement plan is of no use unless it has to be implemented carefully. Therefore, its implementation has to be monitored and evaluated. See section 3.5.2 of chapter 3.

As stated by MoE (2011:78) to implement the school improvement to achieve the intended objective the contribution of education professionals assigned at a different level in transforming the plans to the action shall be measured fairly to motivate the good performers and encourage the fewer performers to have self-evaluation and work for a better outcome. However, as it can be

seen from the data regarding the provision of the incentives showed, there is no incentive provided to good performers and support for those who are less performers.

On the contrary to this finding, one of the school improvement principles indicated that there must be the provision of incentives, recognition and rewards to implementers of school improvement (Lunenberg and Ornstein 2012:281). See section 2.5 of chapter 2.

As the data collected from OEB, supervisors 1 and 3 reveals instructional leadership is used in schools. In line with this finding literature indicated that the major focus of the school principal is to provide leadership and management in every function of the school to enable the schools to the high-quality standard of teaching for learner achievement. This shows that the core business of education and the key reason for educational leadership and management is to ensure effective teaching and learning to maximise learners' achievements. In addition, it is further elaborated that, instructional leadership encompasses strategic school management, management of facilities management-leadership of staff, learners and the broader community and management of information. It covers all the managerial and leadership tasks that all involved in teaching and learning in day-to-day (Deventer 2016:341-342). In addition, the instructional leadership role is focusing on instruction, curriculum and assessment to improve the core process of school, teaching-learning process, curricular content, teaching methods, assessment strategies, and cultural norms for academic achievement (Hoy and Miskel 2013:439-440; Bush 2008:16), Adillo 2019:64). See section 3.4.1. of chapter 3.

On the contrary to OEB team leader, supervisor 1 and 3 and team leader 1 encourage schools principals to use the transactional leadership approach. This approach deals with the extent of rewards for performance. Its main concern is motivating teachers and other school employees to higher-order needs. It focuses on reward and punishment. It also involves the principal controlling teachers in providing them salary recognition and other forms of incentives for the effective service they provide. The principal is also intervene to correct wrong actions. It also focuses on the attainment of school objectives increasing awareness to the teachers (Deventer 2016:30-31); Volante (2012:13); (Harris 2002: 70). See section 3.4.1. of chapter 3.

As the findings of the study reveal, team leader 1 and 2 and all principals were used participatory approach. This is congruent to the literature that indicated participative leadership considers the ideas of staff members while making decisions. They encourage participation and contributions

from group members and help group members to feel relevant and committed to the decision-making process and use democratic principles in the school (Adillo 2019:129); (Bush 2008:12). In addition, this finding is congruent to TQM, which initiates participatory decision making to maximise the commitment of the members of the organization (Sibeko 2014:18) See section 2.7.2 of chapter 2.

In addition to using the participative approach, principal 1 argue that he considers the job and employees. In line with the response of principal 1 Blake and Mouton (1985) state that, there are different managerial approaches. These are impoverished management; in this approach the leader made minimum effort to interpersonal relationship and work accomplishment. The other approach is authority-compliance management. Its focus is operational efficiency. The other is Middle-of-the-road management which provides equal consideration to employees and productivity. Country club management indicates that more consideration is given to people than result achieving. The fourth approach is Team management which indicates working in a team to accomplish tasks (Adillo 2019:53). From the quotation of principal 1, it can be concluded that he uses teamwork, which can be considered as distributive. In the distributive leadership approach for the achievement of school objectives, principals and teachers work together in a team. It provides the chance to teachers to deal with core area of the school to work with the principal. It also involves policy formulation, decision making and planning made through teamwork. In general terms in distributive leadership approach, power is shared among the principal and teachers. In supporting teamwork one of Deming`s 14 points of TQM (Deming 1986 cited in, (Westhuizen 2007:3003) argued that, teamwork helps the team members to see big pictures. As a result of this, this finding is in line with the TQM. See section 2.7.2. of chapter 2.

The data from OEB team leader, Towns Education Office school improvement team leaders, CRC supervisors and school principals concerning the leadership approaches used in the schools are not the same. Professionals at different hierarchical levels have different approaches to use. For example, OEB Team Leader suggest instructional leadership to be used at Town Education Office, CRC and schools. However, no Town Education Office team leader, supervisor2 and no school principal claimed that they used instructional leadership. Only supervisors 1and 3 claimed that they encourage schools to use instructional leadership. However, as it can be seen from the responses of school principals under these supervisors assured that they do not use instructional

leadership. From these statements, it can be concluded that there is no coordination and providing professional support and follow-up on how the leadership approach is implemented is minimal. This is to the contrary of the System Theory which indicated: A system is an arrangement of parts of an organization that interact with each other within the boundaries of the organisation to perform as one unit. In other words, systems bring together each element function in the organisation to enable them to work independently for the accomplishment of the organisational goals. As the findings of the study revealed it seems that even though the context in which the school operate is almost of the same condition OEB, Town Education Office, CRC supervisor and school principal use and encourage others to use different leadership approach. Each organisation hasn't know which approach is used down the hierarchy.

The data collected showed that conflict is resolved through discussion held between the conflicting parties. This finding is in line with the Deventer (2016:213) that explained conflicting parties meet face to face to identify the cause of the conflict and discuss it with each other to solve it. However, data from the principal showed that in addition to the discussion there is a time when the conflict is solved by domination. The data from principal 5 showed that the conflict is resolved by the rule and regulation of the school if the conflict deliberately occurs.

The data collected from the principals showed that delegation of the assignment was done using the role and responsibility, qualification, specialization, overall performance and interest. Deventer (2016:176) agrees with this finding. One manager cannot do all work by himself. As a result of this, he has to delegate to the other employees and the departments with the necessary authority to perform the work.

As the data confirmed all schools under the study communicate with the Town Education office, CRC supervisor, PTA, KTEB, parents, teachers and learners, community, different NGOs, individuals, security office, police office, women Child, and Youth affairs office. The means of communication they used are letters, phones. report and face to face. The assumption behind communicating with these bodies is to create good relationships.

Deventer (2016:198) in supporting this finding state that communication is used to inform, convince and remind. This is with the assumption if good communication will be conducted with the stakeholders, they will be cooperative to support the implementation of school improvement

in one way or another. This finding is in line with TQM. Concerning the communication of the organisation, it indicates that communication flows freely from one area of an organisation to another and between levels of the organisation. TQM demands free flow of communication. Vertically, horizontally, and diagonally. (Murgatroyd and Morgan, 1993: 65- 66). See section 2.7.2 of chapter 2.

Literature indicated that Dereje (2015:53) CPD has to begin in schools based on the result of learner achievement analysis. This analysis has to be on different subjects and the overall result at the school. However, as the data collected from the participants revealed, even though the CPD of teachers at the school level begins on identifying teachers' skill gaps and school problems it is not started with an analysis of learners' achievement. As the findings of the study revealed, CPD contributes to the good implementation of school improvement if it is properly implemented. However, it is not implemented as it is expected to contribute to the school improvement. This is with the findings of Dereje (2015:38) which state: "the CPD programme is not strongly linked with the school improvement programme and learners' achievement". See section 3.5.3 of chapter 3. Its implementation is not connected to school improvement. As the data collected from the participants confirmed there is lack of awareness about CPD at all levels. As the result, there is no uniformity in the implementation of CPD. CPD is not implemented and evaluated to enable it to contribute to the good implementation of school improvement. There is no monitoring and evaluation of the implementation of CPD. This finding is also to the contrary of the literature. Dereje (2015:40) states that to conduct CPD teachers' skill gap has to be identified. And then it has to be planned, implemented, monitored and evaluated.

As it can be understood from the data collected, training on CPD is not given at all or it is not satisfactory to complement the implementation of school improvement. In all schools except school 3 peer observation is not conducted. Even in school 3 as it is conducted once in a semester it is not satisfactory to supplement the implementation of school improvement. Experience is not shared among CRC. This is to the contrary of the literature, (Villegas-Reimer, 2003) Cited in Dereje (2015:39) argued that teachers have to engage in CPD to improve their knowledge, skills and attitude to increase students' achievement. Clarke (2012:1-3) also indicated that teachers have to be trained in the way they have to contribute to effective school improvement. In addition to the training, they took in universities and colleges it includes mentoring and supporting beginner

teachers and regular in-service training of more experienced teachers, making it possible for them to learn from each other. That is experienced teachers share their experiences. See section 2.2.4. of chapter 2. As Lunenberg and Ornstein (2012:281) argued staff development programmes update teachers with the latest instructional techniques, how to teach learners; See section 2.5 of chapter 2.

As the findings of the study revealed that CPD is challenged by many factors. These challenges are in line with the findings of (Koye, Yesewzer and Yonas 2015:60). They, stated that the major challenges of CPD are resistance from teachers, lack of commitment of mentors to support teachers, the effort of teachers in working on their CPD is not consistent, un functionality of Cluster Resource Centers, lack of commitment of supervisors and principals to do their CPD and become models for their teachers, lack of ownership of CPD to follow up regularly and assess its status.

As the findings of the study revealed that among the challenges of CPD teachers' resistance is one. As the teachers graduated either from universities or from colleges, they believed that they have acquired the necessary knowledge and skill. As the result, they were not willing to participate in the CPD. However, on the contrary to the aforesaid statements OECD 2005:129 cited in (dePaor and Murphy 2018:171) noted that:

The most effective forms of professional development are those that, 'focus on clearly articulated priorities, provide ongoing school-based support to classroom teachers, deal with subject matter content as well as suitable instructional strategies and classroom management techniques, and create opportunities for teachers to observe, experience and try new teaching methods.

As the data collected from the respondents confirmed, Action Research at the school level is not conducted. It also does not support school principals, CRC supervisors and the other concerned bodies of the education hierarchy except preparing the guideline. As the data revealed teachers considered conducting Action Research by school teachers is very minimal.

It is in line with the findings of Mulugeta (2017:739). He argued that because of many hindering factors the level of Action Research in the Education System of Ethiopia is found at its lowest level. Inadequate knowledge, skills and dispositions are among the hindering factors. In other words, school practitioners were not well equipped with the basics of Action Research. As a result, they were not adequately conducting Action Research in their respective schools.

As the data revealed conducting Action Research is considered additional work. However, literature indicated that Action Research is part of the daily activities of teachers (James and Augustin 2017:333). See section 3.5.1. of chapter 3.

It can be concluded that Action Research is not supported by all stakeholders such as Regional Education Bureau, Town Education Offices, CRC supervisors and school principals. To the contrary to this finding, literature indicated that Action Research has to be conducted by teachers, principals, school counsellors, or other stakeholders in the teaching-learning environment to improve schools (Gay, Mills and Airasian 2011:508). See section 3.5.1. of chapter 3. From all these findings what can be concluded is that there is no attempt to relate Action Research to school improvement as Action Research is one of the strategies of school improvement (James and Augustin 2017:333; Cheng 2011:23), (Cohen, Manion and Morrison 2011:344). See section 3.5.1. of chapter 3.

The cost of Education is increasing from time to time. To cope with this increment, schools have to generate income to cover the cost to implement school improvement. Schools have to generate income to supplement the government budget from different sources. However, as is explained by the respondents the income generated from the different sources are not adequate to run the activities that contribute to the good implementation of the school improvement programme.

The above section discussed the findings on Leadership and Management Sub-Theme. The following section described the data on Teaching and Learning

5.3.3 Data on Teaching and Learning

The teaching and learning process is the core responsibility of the school. The other activities performed in the school are to support the teaching and learning process.

5.3.3.1 Data on Implementation of Active Learning Methods

Regarding the Implementation of the Active Learning Methods (ALMs), OEB team leader reported that Oromia National Regional State provides training to Town Education Offices, team leaders, CRC supervisors, school principals and teachers, on the importance of ALMs, the type of ALMs and how they are used. In addition, they conduct supervision at the school level on the way ALMs are implemented and provide direction to supervisors and principals upon providing feedback to follow and encourage teachers to use it properly.

In line with the statement of the OEB team leader, Town Education Office team leaders 1,2 and 3 states that they provide training on how they use ALMs and conduct supervision, how it is implemented in the classrooms. They also encourage CRC supervisors, school principals, to follow how teachers use it through supervision and by their lesson plan. There is also supervision at the school level. They initiate the school supervision to supervise and check the lesson plan to support how teachers use ALMs.

Inconsistent with the above words of team leaders team leader 3 report that:

To support the implementation of ALMs, at the school level we conduct Supervision and have a checklist. we observe the teachers in the classroom while they are teaching with the department heads and observe what ALMs, they use and how they use it.

In line with the statements of the team leaders,' supervisors state that they initiate teachers to use learner center approach when presenting the lesson. In addition, they encourage teachers to form a group and give student point of discussion and make learners discuss the point of discussion and present them to the whole class. They follow teachers through classroom observation whether they use it properly or not.

The data collected from the participant showed that, teachers used learner centered approach in the classroom. These include gaped lecture method, peer discussion and group discussion, field visit, question and answer, reflection, presentation, demonstration methods and drama method. The document reviewed, teachers` annual and periodic lesson plan confirmed these types of ALMS were used. However, many teachers who participated in focus group discussions state that they are interested to teach in gaped lectures because they believe that learners cannot work by themselves. They also further explained that there is a time when the teacher is lecturing. This is because the teacher prepared his annual lesson plan as if the school is started in September. But because of teachers meeting at the Town level the class started in October. So, to cover the portion teachers rush because if they are going to use ALMs the time is not enough to cover the portion.

From the data above, it is understood that teachers use different ALMS based on the nature of the content of the subject. However, as there is lack of time teachers use the lecture method. The assumption behind using the lecture method is to cover the portion before the end of the academic year.

The assumption in using the learner center approach is to give learners a chance to learn by doing. To implement it appropriately, the training was given to teachers. Its implementation is also

monitored during the supervision, looking at the periodic lesson plan of teachers, checklist and through observation.

Concerning monitoring the extent to which teachers use ALMs team leaders from the Town Education Office and CRC supervisors state that they conduct supervision and also check their lesson plan, what type of ALMs and how teachers use them.

In line with the above idea supervisor 3 state that:

I monitor and evaluate in conducting supervision once a month. But as I supervise 4 government schools and there are also many teachers in each school, I cannot reach each teacher. There is supervision team at the school level. The team reach each teacher as they work on department basis. They prepare the programme and supervise the teachers; They evaluate the yearly lesson plan, periodic lesson plan and what he is teaching(content)has to match each other. They comment on each teacher from what they see on an individual basis. I supervise the sample teachers of each school as much as I can. After completing the supervision, I call meeting of all teachers of each particular school and explained the problems and strengths to the teachers.

In consistence with the statements of team leaders and supervisors, principals also state that they monitor the implementation of the ALMs by conducting planned and unplanned supervision by the supervision team of the school. In addition to supervision, principals also monitor their lesson plan and took information from learners.

In strengthening this idea principal 4 states that:

I monitor how and what ALMs teachers use through supervision by department, deputy principal, principal and CRC Supervisor.

In addition to the statements of Principal 4 principal 5 adds that “he took information from learners” and observe from outside.

Supervisor 1 states that: the implementation of ALMs is checked in the classroom-by-classroom observation. He confirmed that he prepared checklist of classroom observations. The checklist contains for example, how a learner is participating, following the lesson, how the teacher uses the ALMs according to the nature of the content of the lesson.

Inconsistent with the above paragraphs school principals responded that, they follow the implementation of ALMs by the lesson plan of the teachers. That is, they see What ALMs they plan to use in the methodology column of the lesson plan. They also see the time allocate to learners and teachers in the time column of the lesson plan.

From the above statements of the respondents to monitor the utilisation of ALMs in the classroom they use different mechanisms to check how teachers use ALMs in the classroom. These are planned and unplanned supervision, taking information from the learners on how their teachers teach them and they observe from outside the classroom. The assumption behind these mechanisms is to check to what extent the teachers are consistent in using ALMs.

Regarding the factors that hinder use of ALMs participants state that: Shortage of time, lack of teacher`s guide in some subjects, the behaviour of learners, large class size, teachers` related problems, lack of commitment, assigning teachers without their specialisation, awareness of teachers, classroom situation, lack of materials, lack of time, non-willingness of students to participate, teachers disappointed to follow up, views of learners, Views of teachers:

The above section described the data on the implementation of ALMs. The next section explained the data on the instructional aids.

5.3.3.2 Data on Instructional Aids

Town Education Office team leaders concurred that they encourage teachers to plan the production and utilisation of instructional aids based on the content of their respective subjects when they prepare the annual plan. They also encourage school principals to buy models from the markets. They include the utilisation and production of instructional aids in the teachers` performance evaluation. In addition, it is one of the agendas of the monthly meeting of principals to evaluate the performance of the schools. They also further state that they encourage to prepare different places for production and display and to record the produced and utilised material. They supervise the production and utilisation by looking at the record books of utilisation and production.

In line with the above statements of the team leaders,` supervisors state that instructional aids are produced and utilised at the school level. However, the commitment teachers show to produce and utilise is different from school to school and teachers to teachers. They further state that instructional aids are produced in different ways. The first way is teachers produce at the pedagogical center according to the programme established by the pedagogical center coordinator. The other way is, teachers give assignments to students based on the subjects and contents to produce instructional aids from the locally available materials. The problem in production is as the instructional aids are prepared from locally available materials, they are not durable. Concerning the utilisation of the instructional material, few teachers use it regularly. On the contrary, others

do not use it. we supervise how the teachers produced and utilised by looking at the registration books of production and utilisation.

They further explained that at the CRC level they do not provide materials and finance for the preparation of instructional aids. Even though the role of the supervisor is providing support in skills and follow up as per their plan they have not provided training on instructional material preparation.

Concerning the utilisation of instructional aids Supervisor 2 states that the commitment teachers showed is different. she further explained as:

Few teachers use regularly instructional aids in their classrooms during the provision of the lesson. Others use it on and off ways. Others do not use it at all.

In line with the above quotation, Supervisor 3 state that:

There are two registration books at each school pedagogical center. The first one is for the registration of produced instructional aids. It contains, who produce the material and what material is produced. The other is for the registration of the utilised instructional aids. It contains the day it is used, the subject, the grade level and the content of the lesson.

From the data above it can be concluded that the instructional aids can be obtained in two ways. These are from buying and supplying from the market different models. The other way is teachers produce and give an assignment to the learners to produce from the locally available material and materials bought from the market.

As the data revealed, the production and utilisation of the instructional materials were monitored by looking at the production and utilisation books. In addition to the utilisation and registration book, the utilisation of the instructional aids is also monitored by the lesson plan and classroom observation. The commitment teacher shows in using and producing instructional material is different among teachers. As it is deduced from the data collected from the Town Education Office and CRC supervisor the production and utilisation are not as it is required. The production is monitored by looking at the production registration book. However, looking at the production book only does not mean it enables the teachers to produce the instructional aids. In the same way, looking at the lesson plan and supervising at the classroom does not witness the proper utilisation of instructional aids in the classroom. Teachers have to be encouraged to use them. The corrective measures have to be taken on those who do not use it.

In supporting the statement of team leaders and supervisors school principals concerning the preparation and utilisation of instructional aids state that instructional aids are produced by teachers and learners from locally available materials. In addition to locally available materials SPC coordinator request us the materials such as textile and cheap wood and paints. In addition to these, Principal 6 also state that they buy models from the market.

In line with the above statements of the principals, Principal 3 state that:

We have a pedagogical center committee. Departments plan each year instructional aids to be produced and submitted to the committee. we provide materials used to produce the instructional aids. we provide resources. Teachers come together and produce individually or in a group. It can also be produced by locally available materials in addition to the material we support.

On the contrary to the statements of principals, principal 4 state that:

Some Teachers prepare from locally available materials. Most teachers do not prepare it. We do not support them material and skill and knowledge. We have no pedagogical center. We put the produced material at the office of the principal.

From the above data, it can be concluded that the utilisation and production of instructional aids are not adequate. Most teachers do not use it as required of them. The support provided to teachers to produce and use instructional Aids in the classroom is not adequate.

Supervisors state that at the CRC the material used for the production of instructional aids is not provided to schools. There is shortage of time and overburden of teachers as they return to the school out of their shift to produce instructional aids. As there is no budget at the CRC level, they do not provide the training on the utilisation and production of instructional aids.

In strengthening the above statement of supervisors, supervisor 1 state that:

Lack of personnel assigned to coordinate the school pedagogical center is a problem. SPC coordinator is assigned from teachers as additional work. This hinders the initiation of the coordinator and the SPC is closed when he goes to his class to teach. At this time teachers are disappointed to use the instructional aids regularly.

On the contrary of the idea of supervisor 1 supervisor 3 states that:

The school pedagogical center has coordinators of two shifts. They are selected from the teachers and it is opened the whole school day to serve two shifts.

The other challenge of the production of the instructional aids as principal 6 stated that:

Teachers resist producing, by creating different reasons, they demand beyond the school capacity. They demand us what we cannot supply.

As stated by one of the teachers of school 1 who participated in the focus group discussion the challenges of using instructional aids are:

The tiresomeness of the registration. We have to register the instructional aids when we take it and return it. It took time and was tiresome.

As one of the Teachers of school 1 explained the other challenge of the utilisation of the instructional aids is lack of competent professionals in the SPC.

There must be competent professional who can produce and correct painting and drawing. However, now a days there is no such skill. Anyone is assigned and work in the SPC in addition to the teaching load from teachers. It seems that it lacks consideration and it is degraded.

As it can be concluded from the data the schools have no support from the CRC in materials and knowledge. This could be because of lack of budget at the CRC level to support the schools under the CRC. The next section clarified the data on the supplementary material.

5.3.3.3 Data on Supplementary Material

In responding to what extent teachers prepare supplementary materials for reference to learners, all respondents Team leaders, supervisors, principals and teachers state that teachers do not prepare supplementary reference materials except they give short notes on the chalkboard and they prepare the worksheet to practice questions.

However, principal 6 states that few teachers ex. mathematics grades 4 and 7 produce supplementary material and provide it to learners.

principal 1 also state that:

Teachers produce only worksheets. There are also supplementary materials at the library but they are few.

The above data collected from teachers and principals shows that teachers do not prepare supplementary reference material to support learners to achieve. It seems that the preparation of instructional material has not get consideration. Teachers have not been encouraged to prepare it and supported with necessary materials and provided training on the preparation of supplementary material.

The above section explained the data on supplementary materials. The next section described the data on continuous assessment.

5.3.3.4 Data on Continuous Assessment

In responding to how they assist school teachers to conduct continuous assessment Team leaders, CRC supervisors and Principals state that there is a guideline of continuous assessment prepared by the Regional Education Bureau. We provide orientation on the guideline and encourage the school to work according to the guideline. Accordingly, the continuous assessment will contain different activities such as reading, writing, oral questions, class activities, homework, classwork, discussion, project work, test, mid-exam and final exam.

On responding to what they do with the result of the assessment Team leaders, CRC supervisors, and school principals argued that they are going to classify learners into a group based on the result of assessments, top, middle, slow learners. After the classification, they plan tutorial to bring slow learners to the middle and the middle one to top achievers and to maintain their position to the top achievers.

In agreeing with the above statement principal 2 argued that:

We identify those who score below 5 out of 10 and provided them tutorial and give exam. If they didn't show progress in their achievement, we call parents and discuss the problem.

Team leaders, CRC supervisor and principals also state that the school use the result of the continuous assessment to decide the promotion of learners to the next grade or to detain in the same grade depending on the achievement of assessment of the learner. In addition, schools also used to know the status of their learners and provide support based on their academic achievement. In addition, they discuss with the parents based on their status to identify the support they need and provide advice to parents on what they have to do to support the learner. The other thing that the school do with the assessment is also to allow the learner to identify his status in the education when compared with his classmates. In addition, it helps to know the status of the school concerning the achievements of learners and identify the gap and work on school improvement and solve the problem accordingly.

In line with the above paragraphs supervisor 3 states that:

We call parents at the beginning of the year and aware to follow and support regularly their children. As the class begins, we continue to provide assessments. we classify learners based on their achievement. We provide the tutorial class. We call parents and show the status of their children.

The data collected from the respondents showed that the purpose of continuous assessment is mainly to identify to what extent each learner understand the content of each subject he has learned. Accordingly, teachers classify learners of the same section into slow learners, middle achievers and top achievers. The assumption behind the classification based on the achievement is to support learners based on their needs. The other purpose of continuous assessment is to discuss with the parents of the learner about his child achievement and request the parent to provide him support according to his achievement. The final purpose of the assessment is to decide to promote the learner to the next grade or to detain in the same grade.

5.3.4 Discussion on Teaching and Learning

Literature indicated that before starting the actual teaching and learning in the classroom teachers has to identify what will be taught before they decide how to teach (Price & Nelson 2011:3); Killen (2015:87). See section 3.4.2. of chapter3. And then the lesson has to be planned in considering different needs of students aiming at ensuring student learning (Burden and Byrd 2013:2-3). See section 3.4.2. of chapter3. Planning enables the teacher to use varieties of instructional strategies and activities over time (Burden and Byrd2013:58-59); Killen (2015:90). See section 3.4.2. of chapter 3. After the planning process is completed, it has to be implemented as per the plan. Burden and Byrd (2013:3) argue that implementation involves the actual execution of instructional plans concerning lesson delivery and assessment.

Based on the above literature, the finding of the study concerning the implementation of the lesson plan revealed that, it is implemented using the learner center approach which is ALMs. As the findings revealed teachers use ALMs such as gaped lecture method, peer discussion and group discussion, field visit, group discussion, question and answer, reflection, presentation, demonstration method and drama method. This finding is consistent with School Improvement Guideline (MoE 2010 12-13). See section 3.4.2. of chapter3. However, it is challenged by different factors. One of these factors is shortage of time. Because of the shortage of time to use ALMs teachers claim that they use the lecture method to cover the curriculum in the prescribed period. Concerning the monitoring of the ALMs, they monitor its implementation by planned and unplanned supervision, taking information from the learners, observe from outside the classroom to check how teachers are consistent in using ALMs.

Incongruent with these findings, Derebsa (2006:130) stated that learner-centred approach in the teaching-learning process is referred to as learner participation in the learning and teaching process, where students themselves engage with and to an extent create their own learning experience. He further explained that learner-centred learning changes the focus from teaching to learning and from learners acquiring and processing knowledge to learners actively, independently and critically creating meaning for themselves. The role of teachers in learner-centred learning will become that of guides and mentors helping learners' access, interpret, organise and transfer knowledge to solve problems.

Ethiopian school Improvement guideline (MOE 2011:6) states that teachers have to prepare instructional aids from locally available materials and use them selectively. To do so they have to obtain training based on their skill gap in preparation and utilisation. However, the findings of the study revealed that the extent to which teachers prepare the instructional aids and utilisation in the classroom during the lesson delivery is not adequate. As the respondents stated the support provided to teachers in training, supporting in providing materials is minimal. In addition, there is shortage of time as the teachers are overburdened by different responsibilities and there is shortage of budget. As the data showed except few teachers others do not show commitment to prepare and use instructional aids in the classroom. According to, Murgatroyd and Morgan (1993: 65) TQM stated that teachers have to show commitment in their duties and responsibilities. However, the extent to which they are committed to shared goal for the whole school will be problematic, unless they have become committed by the sort of process. See section 2.7.2 of chapter2.

Concerning the preparation of supplementary material data collected from teachers and principals shows that teachers do not prepare supplementary reference material to support learners to achieve. It seems that the preparation of supplementary material has not get consideration. Teachers have not been encouraged to prepare it and supported with necessary materials and provided training on the preparation of supplementary material.

After implementation of the instructional planning assessment of the teaching-learning process will be conducted to identify to what extent the objective of the lesson is achieved. (Killen2015:371); Chalchisa (2012:34); James and Gipps 1998 in Kinde (2014:34). see section 3.4.2 of chapter 3. Regarding this, the finding of the study revealed that, reading, writing, oral questions, class activities, homework, classwork, discussion, project work, test, mid-exam and

final exam were the type of assessment provided. This is in line with the school improvement Guideline MOE (2011:6) which stated teachers should give classwork, homework, short tests and individual or group project works to their students containing the three features of education (knowledge, skill and attitude); record their result and give back their feedback. This finding is in line with Clarke (2012:3-4). See section 2.2.4. of chapter 2.

The finding of the study revealed that the purpose of continuous assessment is to identify to what extent each learner understands the content of each subject, discuss with parents of learner about his child achievement and request the parent to provide him to support according to his achievement. The final purpose of the assessment is to decide to promote the learner to the next grade or to detain in the same grade. This Finding is in line with the literature (Killen 2015:371), (Chalchisa 2012:34) James and Gipps 1998 in (Kinde 2014:34), (Herlen and Qualter 2009:171), (Harlen and Qualter 2009:172) and (MOE 2011:6), see section 3.4.2 of chapter 3. Clarke (2012:1-3) add that it is necessary to identify the stragglers learners in the school and provide additional support in their weakness for pupils who are struggling. See section 2.2.4. of chapter 2. Lunenberg and Ornstein (2012:281) provide support to all learners including tutorial programme for slow learners and an enriched programme for both gifted and talented. see section 2.5. of chapter 2. Based on the result of the assessment parents has to know the achievement of learners, information about the child`s performance, his/her behaviour, attitude and diligence. To show them whether the child is meeting the minimum standard required to progress to the next grade. There must be suggestions on how to support those who do not fulfil the minimum standard. Clarke (2012:3-4) See section 2.2.4. of chapter 2.

The above section described discussion on Teaching and learning. The following section described data on community participation.

5.3.5 Data on Community Participation

5.3.5.1 Data on Community Mobilization

OEB team leader state that:

To mobilise the community, Oromia National Regional State proclaimed welfare. Based on this proclamation we create awareness to town education offices and their respective schools to participate the community in schools' affairs. We have also prepared the guideline of community participation and created awareness on how to implement the guideline.

In line with the above statements of the OEB team leader, Town Education Offices School Improvement team leaders, CRC supervisors, school principals, PTAs and teachers explain that, to mobilise the community for the implementation of school improvement they conduct the meeting of the community and create awareness about their role and responsibility to support the school. And discuss with them to come to school and support it as the school belongs to the community. They further explained that, in these meetings special attention is given to the role and responsibility of parents in supporting schools in general and supporting their children at home including studying at home and providing educational materials.

Agreeing with the above statement team leader 3 states that:

We conduct the conference of education at the beginning of the academic year at the town level in each kebeles. We create awareness about the schools in that particular kebele. After we create awareness, we start the registration and encourage the schools to communicate with the people. We also have monthly meeting with principals. Community participation is one of the agendas of the Meeting.

Team leader 1 adds that:

We encourage the schools to invite the community to participate in school affairs in different ways at the town Education office.

As it can be concluded from the above data OEB prepare the community participation guideline and create awareness on how to implement it to Town Education Offices, supervisors and principals. The assumption behind preparing the guideline and creating awareness on how it is implemented in their respective school is to mobilise the community in sending their children to school and supporting the school in-kind and cash. In addition, it is to convince the community the school is belongs to it.

The Town Education offices, CRC supervisors and principals based on the community participation guideline conduct conference and meetings to create awareness on the necessity of community participation in school affairs. It is assumed that if the community is aware of the school, it will be convinced that the community can easily believe that the school belongs to the community. As a result of this community can be participated in the management of the school, send children to school and provide educational materials, support the school in building additional classrooms and furnishing them with the necessary materials.

Accordingly, OEB team leader explained that:

This year (2020) the community mobilised and build 34,000 classrooms in the Oromia region at the regional level in different schools to minimise the number of learners in one class to mitigate covid-19.

In addition, there is a problem with reading habits all over the region. Therefore, Oromia National Regional State Education Bureau establish a reading corner in the school and the community participate in establishing that corner and constructing libraries in the schools. However, the established reading corner is not observed during observation of the sample schools.

He further explained that OEB also encourages the community to follow the learning of the learners but the implementation is low. There is no problem in sending the learners to schools. However, there is a gap in following what the learners work on their lesson and maintaining discipline is a problem. They leave it to teachers.

In consistence with the words of the OEB team leader, CRC supervisors, principals and teachers state that the community contribute in different ways. Namely, they support the schools in providing money, construction materials, reference books, education materials, feeding poor learners and helping them at home and providing them with necessary education materials and maintaining learner discipline.

In strengthening the above idea team leader 1 state that:

This year we build 4 additional classrooms in each school by community participation. The community participated in fulfilling educational materials. There is good community participation where the school principals are committed and strongly working with the community and vice versa. We also invite investors to contribute to schools.

Principal 1 also states the contribution of the community as follows.

They provide resources to support the implementation of the school improvement plan. The parents and the community around the school come together and discuss the problem of the school. They decide to provide materials of construction for example brick. They contribute money on an individual basis voluntarily in addition to the contribution made in general.

In addition to contributing in-kind and cash, the parents also contribute to maintaining learner discipline.

Principal 5 state that:

We call parents of learners in case of disciplinary breaches and discuss together and solve the problem.

The parents also contribute in helping learners achieve in their lessons. In elaborating the contribution of parents in student achievement supervisor 2 explained that:

We discuss with parents in general at the beginning of the year and, we analyse the learners` achievement at the end of the semester. Accordingly, we identify the achievement of each learner and call parents and discuss with them. We are explaining the result at the school level and explaining the strength and weaknesses at the school level. We tell the parents of each learner to know the result and strengths and weakness of your child to contact the homeroom teachers.

Principal 1 adds that:

We have talked with parents to follow learners at home and encourage them to study and to do their homework and provide them educational materials and buy additional reference material and encourage them to read them. Encourage the learners to come back to school out of their shift to read in the library. As a result of this learners came to school out of their shift and read in the library.

In agreeing with the above statements teachers of school 2 state that:

We explained the result of the learners to their parents. And request parents to comment on the learners` achievement and we encourage them to support the learners and follow how the learner is working in all subjects.

Team leader 2 on the contrary state that:

The participation of the community in general and that of parents, in particular, is not as it is required. They do not participate in school affairs as it is required of them. The community contribute but it is not enough.

As the data collected from the respondents even though it is not satisfactory and the same in all school's community aware that the school belongs to it and constructed to it. As a result, the community send its children to school. Participate in managing the school through its representatives such as PTA and KETB. The community also contribute in cash and kind to support to build additional classrooms, other school facilities and hiring janitors, school security and run the school activities.

The above section described the data on community mobilisation. The next section explained the data on regular visit.

5.3.5.2 Data on Regular Visit

When responding how frequently parents regularly visit the school supervisors and principals state that only few parents in rare cases come to visit the school and follow the achievement of their children and their disciplinary cases at the school. Most parents do not come regularly to visit schools. The respondents further explain that, parents come to school when they call them to discuss school and /or the learners only upon the request of the school. They feel as if the school affairs are the responsibility of the school itself and blame the school for the weakness of the learners.

In agreeing with the above idea supervisor 3 states that:

*Few parents come to the school and ask about the status of their children in their education.
Some parents do not come to school and follow the status of their children.*

From the above data, it can be concluded that most parents do not come regularly to follow how their children follow their school and achieve in their education unless they are invited to visit. This implies that the parents believe that if they send their children with necessary education material the other is the responsibility of the teacher and/or the school.

The aforementioned section explained the data on a regular visit. The next section clarified the data on the support of parents to provide their children educational material.

5.3.5.3 Data on Support of Parents to Provide Their Children Educational Material

CRC supervisors and school principals concurred that, at the meetings conducted at the end of the year they have discussed with parents the kind of materials, the number of materials and the quality of materials needed for learners in the coming year.

Accordingly, most parents fulfil educational materials to their children and send them to school. However, some parents do not provide the education material and school uniforms. In this case, they explain the reason why they do not supply their learners education materials and school uniforms. As we observe why they do not supply their learner some of them are because of poorness and others are because of negligence. They further explained that, if it is because of negligence, they create awareness and advice to give due consideration. If it is because of poorness, they identify such learners at school and provide them educational materials through the welfares committee of the school. If it is beyond the welfare committee of the school, they refer it to Town

Education Offices, Women, Child and Youth Affairs office and they supply them education material and school uniforms.

In line with the above statement supervisor 1 argued that:

Some parents could not provide their children with educational materials because of poorness. Such learners are identified by homeroom teachers and school principals to be supported by the school. In this case, the school social welfare committee will provide the learner educational material, school uniform and supply foods.

Supervisor 3 also agree with supervisor 1 explained that:

There is support for those who have no mother and father. And for those whose parents are unable to provide these materials because of poorness uniform, exercise books, pens, pencils and bags will be provided.

On the contrary of the above statements Principal 4 state that:

Let alone the school uniform the learners of this school have no normal cloth. We beg from individual and other schools of this Town and give them.

The data collected above showed that the schools convinced the parents on the meeting they conduct at the end of the academic year and the beginning of the new academic year. And when they came to school to register the learner to provide them with the educational materials. Not only convince them to provide, but the school also provide the parents with the kind and amount of material needed. The school also tell parents the colour of the uniform and the style of the uniform needed for that particular school. If the parents could not afford to provide the school materials and school uniform the school identify such learners and provide them through the welfare committee. If it is beyond the welfare committee the school refer to the Town Women, Child and Youth Affair Office. It provides educational materials and school uniform to poor learners whose parents can't afford them. In school 4 as the parents of the learners are very poor the school beg from the office and other schools and provide them.

The above section clarified the data on the support of parents to provide their children educational material. The next section described the data on the community service.

5.3.5.4 Data on Community Service

Principal 1 respond that:

We provide them free adult literacy and they use the school hall for community gatherings. They also do mass sports in the school compound.

In contrary to the above statement principal 3,5,4,6 respond that they never provide community service. In another way, Principal 2 states that they provide evening education from grades 1-8 for those who have no chance to attend the class in the daytime. They teach evening classes with low payment.

As it can be concluded from the data above, the service that most schools provide to the community is non and that of few is minimal. It may loosen the relationship between the school and the community.

5.3.6 Discussion on Community Participation

Concerning community participation, the finding of the study revealed that OEB prepares the community guideline and create awareness on it to the town education offices, CRC supervisors, school principals, teachers, community and parents. As a result of this, before the commencement of the new academic year town, education offices conduct educational conference with parents and community around the school. The assumption behind preparing the guideline and creating awareness is to convince the community the school is belongs to it and get enough support from it to implement school improvement.

In line with the above finding, Lunenberg and Ornstein (2012:281) stated that “initiate parents and community members to be supportive of the school and are involved in school activities”. See section 2.5 of chapter 2. Rafael (2015:339) argued that participate all community members in general and parents in particular in all aspects of school improvement such as school evaluation and decision making; countering violence and disengagement throughout the school and wider community. see section 2.5 of chapter 2.

In line with the above finding System Theory stated that an organization does not, exist on its alone. It tends to exist with the interrelation of its external environment and it is also a part of a larger supera system (Kast and Rosenzweig 1985:15; Koontz and Weinrich 2004:21). The finding of the study showed the school as the organisation works with the parents and community in general. In addition to working with parents and community, they also work with other organisations that exist in their respective towns. See section 2.7.1. of chapter 2. In addition, Sharma (2008:71) stated that education is a major concern of the community and their participation

and involvement in school affairs is crucial. This is because parents have a right to be involved in managing schools where their children are receiving education; Involvement of the community facilitates the relationship between the school and community. Said (2013:298) adds that the involvement of the community is contributing to enabling schools to provide quality education. Because it helps the schools and communities to interact in such a way that enables the schools to achieve the goals of quality education, as the interaction creates wider opportunities of closer work and cooperation between parents and teachers. It contributes towards improving inequitable access, retention, quality and performance of the schools.

In addition, community participation support learners learning in strengthening family involvement at home. As a result of this, it transmits certain values for the well-being of society and the children. To realise this, the school and community support each other as one cannot perform well without the other (Stefanski, Valli and Jacobson (2016: 135); Kirkaig, Drugli, Klockner and Morch (2013:346-347); Deventer (2016:376); Deventer (2009:256); Ahmad and Said (2013:293); Botha (2013:24-25) Sharma (2008:74); (MOE 2011:12). See section 3.4.3. of chapter 3.

As the data collected from the participants showed even though it is not up to required community participate in different school issues such as sending children to school, managing the school through its representatives such as PTA and KETB, contribute in cash and kind to construct additional classrooms and provide school facilities. Concerning the support, parents provide to the learner, the school convince them to provide educational materials such as exercises, pens, pencils and school uniforms. However, some refuse to provide them because of lack of awareness and poorness. The school create awareness for those who lack awareness and identified learners from poor family and provide them through the welfare committee of the school. If the problem is beyond the welfare committee of the school, they report it to the school. The school refer to the Town Women, Child and Youth Affair Office. The office provides them educational and school uniform to poor learners.

Concerning the factors that hinder the participation of parents in education affairs of their children Keller, Miller, LasDulce, and Wohrle (2021:151) state that there are many factors that hinder participation of parents in the education of their children. Among these, parental factors that included their own negative experiences in school and current life issues, societal factors, and

practical factors. The other factors include challenges to family involvement also being related to constraints facing teachers, because teachers may feel it is additional work to include parents. Other barriers may be related to specific family challenges, including parents' work schedules or personal issues, increasing the potential for miscommunication and misunderstandings. Parents may not know how to navigate the school system, and school personnel may inaccurately assume that all parents are familiar with school processes (Keller, Miller, LasDulce, and Wohrle (2021:151).

In general, community participate in school affairs in different forms (Epstein 2011:46-47); Olsen and Fuller (2012:131). See section 3.4.3. of chapter 3.

Concerning the community service schools provide, principals 3,4,5 and 6 do not provide any community service. However, school 1 provide community service. The school provide free adult Education, classrooms for community gathering and school playground for mass sport. Principal 2 provide evening class 1-8 with low payment. Concerning the community service Deventer (2016:385) stated that schools provide evening classes for adults or making facilities for social affairs. See section 3.4.3. of chapter 3.

The above section discussed the findings on community participation. The next section stated the data on conducive school improvement.

5.3.7 Data on Conducive School Environment

5.3.7.1 Data on Maintaining Conducive Learning Environment

In responding to how they maintain conducive learning environment OEB team leader state that:

We create awareness on what do we mean by conducive learning environment. Conducive learning environment can be described from two perspectives. On one hand, it has to be physically attractive. That is, it has to be greenery. It has to attract the people. In addition, learner seats and education materials have to be full field. Comfortable school environment has to be maintained. It can be done by the community, government and other stakeholders.

He also further explained that:

The other is the psychological aspect. There must be good relationship between the school community. There must be brotherly and sisterly relationship between learners and fatherly and motherly relationship between teachers and learners.

The data collected from OEB showed that the Reginal Education Bureau create awareness about conducive learning environment. It also produces guidelines to make the school environment

conducive. The assumption behind creating conducive learning environment is to create comfortable places that enable the school community to be initiated to work and create sense of safety at school and good relationship between the school community.

To create suitable and orderly environment team leaders, supervisors and principals state that they took the school guideline from the Ministry of Education, Regional Education Bureau and Town Education office. They adapt the guideline to the context of their respective school.

The data above showed that, to create suitable and orderly environment the schools took the guideline produced at the ministry of Education and sent them down to the hierarchy. (Regional Education Bureau, Town Education Office and schools). They adapt some parts of the guideline. for example, the right and obligations of learners and create awareness how to implement the guideline to school community and community at large. As a result of this, they also contribute to the implementation of school improvement.

Concerning the awareness creation on rules and regulations CRC supervisors and school, principals respond that the rules and regulations are adapted to the school context from the guideline. And then those which are concerning learners will be extracted from the guideline and orientation is given to learners. It will be printed at the back of the learner identity card. In addition, it is posted on the wall of each classroom.

In line with the above statement supervisor 1 state that:

In addition to providing orientation and reminding them to keep the rule and regulations at the flag ceremony, the school I supervise extracting the right and obligation of learners from the guideline and post it in the classroom. They also print these at the back of the learner's ID card.

In strengthening the words of supervisor 1 principal 6 quoted that:

We prepare the rules and regulation of the class and the homeroom teachers post them on the wall of classrooms

The above data revealed that, the schools adapt the rules and regulations from the general guideline. They also prepare their rules and regulations that are not indicated in the guideline. Schools create awareness to learners on these rules and regulations by providing orientation regularly on the flag ceremony. They print very important rules and regulation on the back of the learner's identity card. This is because, if learners get aware of the rules and regulations, they easily obey the rules and the regulation of the school to maintain school discipline. CRC supervisors and

school principals state that they create awareness on the rules and regulations of the school to parents of learners in two ways. The first one is when they bring the children to the school for registration, they read the rule and regulations of the school in general and the role and responsibility of the learner and parent and they sign to obey the rule and regulation and act accordingly. The second way in which the school create awareness to parents is during the general meeting of parents.

In agreeing with the above statement principal 1 state that:

The parents get the awareness about rules and regulations of the school when they bring the learners to school for registration at the beginning of each academic year. They sign the form which indicates the right and obligations of the learner and the parent too. In addition, we took parents role and responsibility in particular and school rules and regulations in general as an agenda when we conduct meeting with parents.

The above data collected from the CRC supervisors and school principals revealed that the schools provide orientation to parents on the meeting and orient them when they bring learners to school for registration and made them sign on the form to obey the rule and regulations of the school. This is to assure the responsibility of the parents. In other words, parents could be responsible and advise the learner to obey the rule and regulations of the school to maintain the school discipline.

CRC supervisors and school principals also state that, the rule and regulations of the school are communicated to teachers on the meeting of the staff. It is also provided them in writing.

In agreeing with this idea supervisor 3 and principal 1 state that, to create awareness of the rule and regulations of the school, they discuss with teachers on the staff meeting and encourage them to read the guideline about the rule and regulations of the school.

The above data confirmed that, schools' aware teachers about the rules and regulations of the school in discussing on the meeting and they have provided it in writing. The assumption behind creating awareness on the rule and regulation of the school to teachers is as the teachers are the main actors of the school improvement if they understand it, they implement it themselves and monitor learners to implement it.

In responding to how they enforce rules and regulation of the schools in the school compound and out of compounds OEB Team Leader state that:

We work with law enforcement agencies to protect the disciplinary problem. We encourage schools to solve it and protect it at the school level by the participation of the school

community. If the problem is beyond the school capacity, we aware schools to report it to the law enforcing agencies in their surroundings.

In agreeing with the words of the OEB Team Leader, principal 5 concurred that:

We create awareness for parents to take care of their children with the special focus of girls through gender issue club and women affairs of the local administration. We aware girls about rape and abduction.

Principal 1 also adds that:

We have unit leader, he follows those who do not wear school uniforms, latecomers, those who be outside of the classroom, and identify those who violate school rules and regulations.

Principal 2 states that their school campus is very large and also full of trees and bushes. He further state that:

Our school is large and full of trees and bushes. It is located in the center of the town. We have fear of different undisciplined individuals or groups may enter and hurt learners and teachers. As a result of this, we construct small fence near the classroom where there are no bushes near the classroom and not late the learners go far from the classrooms and not late to be out of the small fence.

In addition, to maintain school discipline all principals and supervisors state that they aware their respective school security to be alert and follow every aspect of disciplinary cases and solve the problem at their capacity and report to the school principal if it is beyond their capacity.

In addition to the above idea teachers of school 6 states that:

There is programme for each teacher to maintain the school discipline with the unit leader. We support him in our turn. There is community policing in the school, learners are nominated and took training given by the town police office. They support the school in maintaining the school discipline.

In responding to how they participate in maintaining school discipline teachers of all schools' state that they advise learners to maintain school discipline. They aware girls about sexual harassment and keep themselves from it. They also create awareness on the rule and regulations of the school to learners of which they are homeroom teachers and to the other classes they teach.

The data collected from the respondents show that to enforce the rule and regulation of the school the Regional Education Bureau work with law-enforcing institutions, starting at the regional level down to the local administration. It also encourages the Town Education Offices and schools to work with these institutions in their local areas. Accordingly, the town education office work with the law enforcing institution in their respective towns and encourage the schools to solve the

problem in the school if they can. Unless otherwise report to nearby law enforcement institute. Accordingly, the schools maintain discipline at the school level by homeroom teachers, subject teachers, classroom discipline keepers, class monitors, unit leaders, school security and community policing of the school. If discipline case is beyond these bodies happens the school report to nearby law enforcing institutions such as Police, Local administration Office, and Women, Children and Youth Affairs Office.

The above section described the data on maintaining conducive learning environment. The next section stated the data on the beautifulness of the schools.

5.3.7.2 Data on Beautifulness of the Schools

Regarding the beautifulness of the school, the researcher found the following during conducting observation.

School 1: The school fence is made up of corrugated sheets in some parts. The other part is made up of wood and wire. The school gate is functional and has different entrance for car and person. Even though the school campus has wide space, it is not divided properly into different playgrounds. There is no separate playground for the learners with disability. Though it is not adequate there is good start to planting trees to beautify the school campus. The school campus is clean. However, it is not comfortable for the easy movement of learners with disability. Different pictures related to the primary school curriculum were drawn on the block of the school. These pictures are used in two ways. On one hand, they help to beautify the school. On the other hand, learners can learn easily from them while they are playing and moving in the school campus.

School 2: The school fence is made up of bricks and cement. The school gate is functional. It has two gates. As the school is very large and full of trees there is an internal fence near the classroom. It is made up of corrugated sheets and wood. It used not to late learners to trees for their safety. Because of the additional internal fence, the school campus is small. It is shady and full of small stones and not levelled to allow the free movement of learners and those with disability. The campus is not suitable for free movement except the road in the school that connect the two gates on either side of the campus.

School 3: The school fence is made up of corrugated sheets, wood and wire. The school has no functional gate and is not suitable for learners with disability. The playground of the school is not

organised and it is covered by the grass. It is not functional. The school blocks are made up of bricks and cement, wood and mud. The general cleanness of the school is good. Different pictures are drawn on the school blocks. These pictures are related to the primary school curriculum and contents of different subjects and grades. This enables the learner to learn from the pictures and beautify the school.

School 4: The school fence is made up of wood and corrugated sheet. It has no functional gate and is not suitable for learners with disability. The school has no playground and the school campus has no space except only for the flag ceremony. The school is made up of corrugated sheets and partitioned by bricks and cement, it is not clean. It is not constructed for the school. It does not qualify the quality of the school.

School 5: The school has fence that is made up of wood, corrugated sheet and wire. It is old and broken. No functional gate and not suitable for learners with disability. Some blocks of the school are made up of wood and mud. The others are made up of bricks and cement. It is fairly clean.

School 6: The school fence is made up of wood and corrugated sheet and few parts are made up of bricks and cement. It is old. It has functional gate; however, it is not suitable for the learner and teachers with disability. The school has old and new blocks. The new blocks have functional windows and doors. The old blocks are made up of mud and wood. They have no functional windows and doors. The campus of the school is sloppy and full of stones. It is full of dirty papers distributed here and there. There are trees in the school which gives shade to the school community. It is not clean. It is surrounded by trees. Different pictures are drawn on the blocks of the school. The pictures used to beautify the school and enable learners to learn from pictures during the play and movement in the school campus.

As it can be seen from the data above; the beautifulness of the schools is not as it is expected. School 4 for example even do not look like the school.

The above data clarified the data on the beautifulness of the schools. The next section explained the data on the school facilities.

5.3.7.3 Data on School Facilities

In responding to how they fulfilled educational facilities in their respective school's principals respond that, they identify the need of teachers and department heads. After they identify the need they plan to fulfil educational facilities depending on the available budget.

Principal 1 state that, his school has no adequate classroom, shortage of textbook, not enough amount and kind of reference books, the school also do not have, laboratory and recreational place, ICT and internet are not available. The school has SPC but instructional materials are not enough, Water is not enough. The school used water tanker and sometimes learners bring water from their home. The toilet is available separately to boys and girls but they are near each other. The school has no recreational place and library. The school give one classroom to the library. But books in the library are not enough; there is shortage of books in the library. There is SPC, however, instructional materials are not enough.

Principal 2 states that, his school has no adequate classroom. shortage of textbooks, shortage of reference books, has no well-equipped laboratory, no chemical, no science kit, no sports article, no internet, no recreational center. In line with the explanation of the principal the researcher observed that the school has very small volleyball playground and no football playground. There is separate toilet for girls and boys. But they are near each other. There is no water and soap for washing hands after using the toilet. The toilets are not clean and full of flies. It is not suitable for students with disability. There is separate toilet for teachers but not separated for males and females. The cleanness of the toilet is not good. The pedagogical center is not functional. The school has library and has relevant books in the library but not adequate. The school has ICT room. 5-8 grade learners are practicing in the ICT out of their shift. ICT teacher is assigned to help learners.

Principal 3 states that his school has no adequate classroom, shortage of reference books, laboratory, staff room, recreational center. The school has a toilet separate for boys and girls; however, they are near each other about 5 meters. In addition to the principal words, the researcher also observed the school has pedagogical center. There are instructional materials made up of locally available materials. The school has library. The number of books in the library and space of the library is not adequate to serve properly the learners of the school.

Principal 4 states that, they have no adequate classroom, textbooks, reference books, laboratory, chemicals, science kit, sports ground and material, staff room, recreation centre, ICT, Pedagogical centre, the school has the toilet. It is located in one block and has two entrances from the front and backside, not separated for boys and girls and male and female teachers. The researcher confirmed this during observation.

Principal 5 also state that the school has adequate classroom. However, lack of : textbooks, reference books, laboratory, chemicals, ICT, Internet, recreational place and staff room. The toilet is not separate for male and female learners and no for teachers. The researcher observed the school has a volleyball and football playground though not well organised. It has no other playgrounds. There is no water and soap in front of the toilet to wash hands after using the toilet. The school has no library. The pedagogical centre is not functional.

Principal 6 state that there is shortage of textbooks and reference books. There is no laboratory, and laboratory chemicals. There is football and volleyball, no ICT, no internet, SPC is available with locally available made instructional materials. The school is not safe to walk, it is sloppy. not beauty and full of stones. have telephone, electric city, potable water, separate toilet for teachers and learners and separate for boys and girls. The researcher also confirmed this during conducting the observation.

The data collected from the school principals and observation of the researcher showed that the schools have shortage of educational facilities. This can affect the implementation of school improvement. for example, all schools except school 2 have no ICT centre. This shows that there is shortage of budget from the government. The ability of the schools to generate income is low. The above section explained the data on the school facilities. The next section discuss the findings of the conducive school environment.

5.3.8 Discussion on Conducive School Environment

As the findings of the study concerning the conducive learning environment reveals, OEB prepare guideline. It creates awareness on the contribution of suitable school environment for the good achievement of learners. It also creates good relationship among the school community.

The data collected from the town education office school improvement team leaders, CRC supervisors and principals revealed that, they took the guideline from MoE and OEB and adapt it

to the context of their respective schools. They orient learners on the flag ceremony regularly to create awareness. They also print the important ones at the back of learner ID and post them on the classroom wall to enable learners to remember and obey them. They (CRC supervisors and principals) communicate the rule and regulations of the school on the general assembly of the community and when they come to school to register their children to the school. They also communicate the rules and regulations to teachers in the general assembly of teachers and provide them in writing. To reinforce the rule and regulation of the school, OEB and Town Education office work with the law enforcing agencies from the regional state down to the schools.

As the data showed, the beautifulness of the school campus is not as it is expected. School 4 for example do not look like the school. In school 6 dirty papers are distributed here and there in the school campus. The toilets are not clean and there is no soap and water to wash hands after use. The school facilities are not fulfilled as it is expected. For example, all schools do not have ICT centre except school 2.

Concerning conducive learning environment literature indicates that to contribute to the quality of education, school environment has to be conducive. Conducive learning environment consists of physical, psychological and effective and efficient modes of service delivery elements and physical facilities of the school have to be fulfilled. There must be separate toilet for boys and girls. Hygiene has to be kept (Reynolds et al. 1996:11 cited in Kinde 2014:34). ; Botha (2013:24), (Levin & Nolan 2014:153). UNICEF 2013:4-6). (UNICEF 2002:9). (Kasahun et.al 2016:17) (MOE 2011:11-12). See section 3.4.4.3 of chapter 3. Lunenberg and Ornstein (2012:281) add that as one of the principles of school improvement there must be safe and healthy school environment. See section 2.5 of chapter 2.

However, the finding of the study concerning the conducive environment is contrary to this literature. See section 3.4.4.3. The following section described the data on theme 2. views of stakeholders on the effectiveness of the implementation of school improvement.

5.4. THEME 2 VIEWS OF STAKEHOLDERS ON THE EFFECTIVENESS OF IMPLEMENTATION OF SCHOOL IMPROVEMENT

Regarding this OEB Team Leader state that:

I do not come across the idea that resists the concept and implementation of school improvement. The community at large and the school community believe that if they contribute few things for the school it contributes to the school improvement. However, despite the effort of all stakeholders' schools are not improved as it is required. In other words, the objective of school improvement is not achieved all in all.

All participants, OEB team leader, Town Education Office school improvement team leaders, CRC supervisors, principals, PTA chairpersons and teachers argue that all believe that school improvement is the strategy to bring and maintain quality of education in the Ethiopian Education system. They further argued that, even though it has to contribute to quality education, it is not contributed as it is required. According to their view, school improvement is not implemented as it is required to contribute to bringing and maintaining the quality of education.

The physical condition of the schools is not comfortable enough. for example, the seat of the learner is not as required in terms of quantity and suitability. Schools have no adequate facilities in terms of quality and quantity. For example, there is shortage of textbooks; toilets, classrooms, library. In addition, the school facilities which contribute to the good implementation of school improvement is not available. For example, the school has no libraries, shortage of textbooks, lack of chairs, no table and chairs for teachers, doors and windows of some classrooms were not functional.

Moreover, the schools are not constructed in a way that can accommodate the school-age population. As a result of this, there is a large number of learners in the classroom. As a result, teachers are unable to support learners on an individual basis. Lack of budget is also contributed to less effectiveness of the implementation of school improvement. This in turn creates lack of and /or shortage of school facilities. In general, school environment is not conducive and educational facilities were not fulfilled.

The other problem in the views of participants that contribute to the less effectiveness of school improvement is the competency of teachers. Respondents believe that there is a problem with the way they are trained in universities and colleges. Teachers are overloaded. As there is shortage of human resources working in the library and SPC teachers assigned to work in the library and SPC as additional responsibility. When these teachers go to the class to teach their subject, libraries and SPC were closed. As a result, learners cannot use the library and teachers cannot use SPC.

As grade one is the base for the rest of the grades competent teachers have to be assigned to grade one. However, in practice, competent teachers are assigned to the upper grades. In addition, some teachers are assigned to teach subjects without their specialisation. In general, the teaching-learning process is not as it is expected to bring the school improvement. This is because of the less commitment and competency of some teachers.

The other problem is on the part of learners. Some learners have no focus on their education. In principle in addition to the support of teachers and parents, students have to be responsible for their learning. However, in practice, some learners are not responsible. As a result of this, they do not work hard to achieve in their education. In other words, there is lack of commitment and discipline on the part of learners. Some learners cannot read and write at lower grades (1-4). This hinders them to learn other subjects. This can happen from less support of teachers; lack of resources, lack of support of parents at home and commitment of learners. In line with the data from participants, the document review showed that there are learners who cannot read and write in grades 1-4. When we look at learner mark it is high in the class examination. However, most of them score below 50% in the regional examination at grade 8. This is confirmed during the document review.

Most learners live with relatives other than parents. After school, they serve the family and do not concentrate on their lesson. In addition, most learners are from poor families and they came to school without food. As a result, they do not concentrate on the lesson.

As the participant argued the community is willing to support the school. However, the school problem is many when compared to the capacity of the community. This implies that there is shortage of resources to fully support the implementation of the school improvement programme. The support parents provide the learners because of awareness and capacity is minimal. The parents support the learners in sending to the school and fulfilling the educational material. However, they do not support them in helping in difficulties they have in performing their lesson and following how they are learning. Community support in fulfilling school facilities and supporting learners at home is not adequate. They leave it to the schools.

There is also lack of commitment and competency of leadership. There is problem in terms of using different leadership styles. Because most of them are not graduates of leadership and management. They graduate in one particular subject. Most of them are subject-specialists, for

example, chemistry, mathematics, languages etc. They can be good at their subjects. But it doesn't mean they are also good in leadership and management. In other words, most schools do not lead by professionals and/or graduates of EDPM. The criteria to assign school principal is working as a teacher. It is not restricting the professional issues and experience in working in a leadership position.

The school management also blames both teachers and parents instead of convincing them. It says teachers do not work well to achieve well and parents do not initiate the learners to achieve better and be disciplined and work at home. The role of the school, parent and learner is not understood to improve the school. As a result, they blame each other for the non- effectiveness of school improvement. Some school principals are not competent

From the view of the respondents on the effectiveness of the school improvement, it can be concluded that the implementation of the school improvement is not effective as it is required.

The following sub-section explained the discussion on the views of stakeholders on the effectiveness of the implementation of school improvement.

5.4.1 Discussion on Views of Stake Holders on The Effectiveness of Implementation of School Improvement

Literature indicated that school improvement is a strategy of improving the quality of education through capacitating schools to provide quality education to the learner and strengthen schools' capacity for change (Lemessa 2016:50); (Harris 2002:10); (MacBeath and Mortimore 2001:17); (Hopkin 2005:2-3). see section 2.3 of chapter2. Accordingly, the data collected from the participants of the study, revealed that implementation of school improvement programme in the schools under the study was not effective enough as it is required. In other words, it does not bring quality of education. This is because in their view (as data shown) there is a problem in school infrastructure, educational materials, teacher training, assignment of leadership, teaching and learning process and teachers competency. As of this finding, infrastructure, school buildings, administration, leadership, management, teacher training, educational materials can affect the implementation of school improvement. These elements have to interact properly to bring the intended quality of education. As a result of their interrelation, a serious defect in one element is likely to have implications to affect the quality of others (Anekeya,2015). See section 2.2.2 of chapter 2.

In addition, Marshane (2011:38-39); UNICEF (2002:5) stated that quality education which is the result of school improvement can be maintained by different factors including:

Learners' characteristics: personalities and background which affected by socio-economic factors such as wealth, poverty, health status, (Marshane 2011:38-39). Concerning the learner characteristics, the data collected from the participants showed that learners do not take responsibility for their learning and are not committed to devoting themselves to their education. There is also problem with learners' discipline. In addition, data revealed that most learners came from a poor family without eating food. This hinders concentrating on their education. And other learners live with relatives other than their parents to serve them and they have no free time to study at home.

Inputs: which includes physical facilities, human resources and financial resources; adequate number of schools to accommodate learners, adequate number of educational materials such as textbooks, pencils and qualified human resources that can facilitate the teaching and learning process (Marshane 2011:38-39); (UNICEF 2002:5). USID (2012a:3-4) argued inputs from outside the school such as; parent and community and education system, has to support adequate material and appropriate professionals, sufficient textbooks and adequate facilities.

In line with this literature, the data collected from the respondents, revealed that there is lack of school facilities, community participation is not adequate, there is shortage of schools compared to the school-age population of the respective towns. As a result of this, there is large class size which hinders teachers to support each learner. Parents do not support learners at home.

Processes: This refers to teaching and learning which takes place in the school and the classroom. The activities which are included in this process are learning programme, lesson presentation, assessment, instructional methods and strategies, learning styles organisation of learning activities and another pedagogical process.

As the data reveals, there is lack of competency of some teachers and principals who are subject specialists. Most of them do not graduate of educational planning and management to lead the school properly.

Quality learning environment: This refers to healthy and suitable environment, save protective, gender-sensitive and provide resources and facilities. As the data revealed, the school environment does not suitable to support the good implementation of school improvement.

Quality content: includes relevant curriculum and learning materials developed in the context of national goals for education. As the data collected from the participant revealed the curriculum of the school do not revised regularly and there is shortage of educational facilities.

Outcomes: this refers to academic achievement which includes performance measured in terms of examination (Marshane 2011:38-39); (UNICEF, 2002:5). See section 2.2.2.3. of chapter 2. As the data revealed some learners cannot read and write in the lower grades (1-4). The examination results of learners in-class examination and regional examination are not the same.

Concerning this finding Ayalew (1991:23) argued that an open system imports information, energy, and material at higher rate from its environment and makes these inputs for the interaction among components in the production of diverse outputs. The schools, for example, receives inputs from learners and financial and other resources transform them and export educated graduates and new knowledge. In agreeing with this literature Bush (2003:46) argued that open systems encourage interchanges with the environment, both responding to external influence and in turn, seeking support for the realisation of objectives of the organisation. In addition, Open System Theory shows the relationship between the institution and external groups such as parents, employers and the local education authority. In general school expenditure, teacher education and school facilities are among other factors that characterise quality education which is the result of effective school improvement. Achievement of learners is increased, where school expenditure, teacher education and school facilities are available in adequate amounts and used properly to enhance learners (UNESCO 2004:228). In addition, creating child-friendly environment and recruiting child-friendly teachers and training teachers accordingly also contribute to the quality of education (UNESCO 2004:228). See section 2.2.4. of chapter 2. Based on the above literature the data collected from participants show that there is shortage of school expenditure, less competency of some teachers, shortage of school facilities and inconvenience of the school environment. As a result of this, it can be concluded that the implementation of school improvement is not effective in schools under the study.

In general, school effectiveness research shows that successful primary schools are characterised by strong leadership, orderly school and classroom environment and teachers who focus based on

the curriculum, hold high expectations of their learners, potential and performance and provide them with frequent feedback. In addition, structured instruction, face-to-face instructional time, adequacy of textbooks and other materials and teacher quality are factors that help account for higher learner performance (UNESCO 2004:228-229) (MoE 2006 cited in Dereje 2012:14) Plan International (2004:2) cited in Mubarek (2016:19). see section 2.2.4. of chapter 2. However, as the findings of the study revealed contrary to this literature, most school principals are not professional, some teachers are less competent, the school environment is not conducive, and there is lack of school infrastructure and instructional materials.

The above section discussed the views of stakeholders on the effectiveness of the implementation of school improvement. The following section explained the challenges of implementation of school improvement.

5.5. THEME 3 CHALLENGES OF IMPLEMENTATION OF SCHOOL IMPROVEMENT

Some challenges hinder the implementation of school improvement. These challenges are listed below according to the participant of the study.

Shortage of educational resources such as learners textbooks, learners seat, adequate classrooms, chairs and tables of learners, administrative offices, teachers 'room with adequate facilities, lack of laboratory, lack of separate toilet for teachers and male and female learners, chalkboard, mini media, lack of sports ground, lack of school pedagogical centre, lack of enough amount of budget, shortage of human resource, large class size, lack of regular training on school improvement, lack of competency of some teachers, lack of consistency of building the capacity of leadership and management to, leadership and management team, teachers, community and parents.

Lack of participation of community and parents as required to support the school to provide education facilities to schools, poorness of the family to provide enough education materials. Lack of awareness of parents to support learners at home. They feel it is the duty of teachers at school only, lack of educational material from parent, poorness of parents, as a result, they did not follow learners, some children come to school without eating breakfast.

Some children serve others at home and they come late and do not learn effectively, lack of knowledge of the subject matter of parents to support learners at home, lack of technology to use the internet at school for reference material and update teachers` profession, lack of interest of competent teachers to come to principalship position. lack of commitment of principals, false reports, turnover of leadership and management at school and town education office, non-professional assignment to leadership and management at school principal and town education office, lack of commitment in parts of teachers, school principal and others in the structure of Education Bureau.

Lack of coordination of works, lack of awareness, on the implementation of the school improvement, lack of refreshment training for newly assigned teachers, new principals,` teachers,` supervisor`s, deputy principal and PTA chairperson and members come to the position, lack of focus on teaching-learning process rather concentrates on political issues. lack of commitment. Lack of concentration on the CRC, lack of commitment of some teachers to teach appropriately in using learner center methodologies, some not use student center, lack of monitoring and evaluation. There is a focal person at Town Education Office but they took only the school improvement plan of the schools but they do not follow how it is implemented. No, follow up of the budget allocated to the school. what is performed by the budget allocated the appropriateness of the budget utilisation is not followed. Principals plan but do not implement it.

Turnover of principals,professional is not assigned as a principal. For example, educational planning and management and/or school leadership, specialisation is not mandatory. No awareness about the leadership. Learner discipline problem, Lack of Commitment, and cooperation, no discussion about school improvement among concerned stakeholders, lack of awareness of the community, communication problem, shortage of teachers, lack of incentive to PTA members. The conflict between committee and school principal sometimes the decision of the committee is not implemented by the school principal. It makes the committee disappointed. Lack of peridium for the committee during the meeting. Disagreement between the teachers and the school principal. Lack of participating school teachers on the preparation of school improvement plan, assigning teachers out of his subject, overload of teachers, lack of interest in teaching because of the outlook of community, teachers are not seen equally as other employees, turnover of teachers to other institution.

As it can be seen from the above data collected from participants the implementation of school improvement programme is challenged by many factors.

The above section presented the data on the challenges of implementation of school improvement. The following section presented discussion on the challenges of implementation of school improvement.

5.5.1 Discussion on Challenges of Implementation of School Improvement

As the findings of the study revealed about the challenges of school improvement it can be summarised into shortage of material resources and human resources, shortage of school facilities, lack of regular and updated training, large class size, in competency of some teachers and leadership, the inadequacy of participation of community, poorness and uneducated family to support learners in providing educational material and support in education at home, the inadequacy of commitment of stakeholders, professionals and authorities at all levels, inconvenience of work conditions, lack of monitoring and evaluation, shortage of budget and inappropriate utilisation of the available budget, inappropriate planning of school improvement programme.

The challenges of school improvement is congruent to Solomon (2016:72) Plan Sudan 2006 in Solomon (2016:72) Ahmed (2009:78-79), MacBeath and Mortimore (2001:17), Harris (2002:19) See section 3.6 of chapter 3.

The following section described data on solutions recommended by respondents to challenges of school improvement

5.6. THEME 4 SOLUTIONS RECOMMENDED BY RESPONDENTS TO CHALLENGES OF SCHOOL IMPROVEMENT

There are solutions to the above challenges of school improvement programme implementation. These solutions are as follows as they are stated by the participants of the study.

The government has to invest in education and encourage others to invest as much as it can. In other words, the government has to allocate enough budget for the implementation of school improvement. Community has to support the school to be improved in terms of kind and cash.

Teachers have to be competent. From the very beginning when teachers are selected to enter the teacher's college and universities to be trained as a would-be teacher, their interest and competency have to be taken into consideration. CPD as a capacity building has to be implemented properly. Commitment has to be maintained to implement school improvement. Provide training, support supervisor, coordinate works, encourage professionals, at Town Education office, at CRC, and schools to play their role and responsibility effectively. Rethink the structure of the school improvement team at the Town Education Office level.

Create awareness of education, its importance, how to support it. Parents have to follow learners at home.

Strengthen the CRC structure, with additional human resources and allocate budget, strengthen the linkage with CTE, create awareness on the implementation of school improvement.

Teachers, parents of learners' school principals have to work together, provide refreshment training to teachers, principals and CRC supervisors regularly to update their knowledge and skill on the implementation of school improvement.

Identify teachers who performed well from less performed ones during the evaluation of teachers and provide promotion based on the result of the Evaluation.

Provide regular monitoring and evaluation on the implementation of school improvement. Assign at the principalship position those who are serving as deputy principal, unit leaders, department heads, coordinator of SPC and graduate of school leadership. Choose the PTA members who have awareness of the education. Increase community participation. Maintain learner discipline, create unity from top to down, allocate teachers to the subject they specialised. Prepare enough teachers. Create awareness for PTA members and train them on the PTA guideline. make the incentive to PTA members, conduct regular supervision by CRC supervisors and Town Education Office supervisors, identify the priority of school and participate, learners, teachers. Parents and community in planning school improvement and encourage them to work cooperatively, provide textbooks, Arrange educational tour to teachers at the end of the semester and full fill educational materials.

The following sub-section explained discussion on solutions recommended by the respondent to challenges of school improvement.

5.6.1 Discussion on Solutions Recommended by Respondent to Challenges of School Improvement

The data collected from participants concerning the solutions of challenges of school improvement can be categorised in to: allocate enough budget for the good implementation of school improvement, increase the competency of teachers through Pre-service training and CPD, create awareness creation on the importance of education, assign adequate human resource in each position, make promotion performance-based, monitor and evaluate the implementation of school improvement through supervision, assign experienced teachers in leadership at the principalship position, increase community participation, maintain learner discipline, provide incentives to good performers, assign teachers in their specialisation, Create awareness to PTA members about school improvement, identify priority in planning school improvement, Participate all stakeholders, learners, parents, and community in planning school improvement, provide educational tours.

Concerning the allocation of resources for the good implementation of school improvement literature showed that physical facilities of the school should be fulfilled and has to create conducive learning environment to facilitate the teaching-learning process. To be conducive school furniture does not mean new always, however it has to be renewed. In other words, they have to be in a position to support the teaching and learning process in terms of quality and quantity (Botha 2013:24). See section 3.4.4.3 of chapter 3.

Another issue that participants recommend is the competency of principals. Concerning this issue, the literature showed that school principal has to be competent enough to bring good implementation of school improvement. This can be done through defining and communicating a clear mission, goals and objectives; monitoring how teaching and learning are going on. See section 3.4.1 of chapter 3. In other words, he has to influence people to achieve the intended goal of the school. To do so, he has to be competent and experienced (Deventer 2009:68). See section 3.4 of chapter 3. Clarke (2012:1-3) add that schools have to promote committed and knowledgeable teachers to the principalship position. Concerning the competency of teachers, the same author argued that schools have to have teachers who have the commitment and capacity to monitor the performance of pupils and give feedback based on the result of the monitoring. To do so, they have to update themselves in conducting CPD. See section 2.2.4 of chapter 2. Concerning

proper planning of the school improvement, literature indicated schools have to identify their weakness and strength and prioritise them in planning school improvement. (MoE 2011:3). See section 3.4 of chapter 3. The following section deals with conclusion.

5.7 CONCLUSIONS

Concerning the strategies to be used to implement school improvement even though there are many strategies to implement the school improvement planning, monitoring and evaluation and training were the main strategies used to implement school improvement programme.

The findings in the leadership and management indicated that the participation of the community, parents, PTAs and teachers in planning school improvement is minimal. It is prepared with limited and/or participation of these bodies and approved by the PTA. The awareness given on the implementation of school improvement to stakeholders is also minimal and this negatively affects the implementation of the school improvement programme.

The leadership approaches used in schools were democratic/ participatory. However, no principal claimed that they use instructional leadership. The same principals have no awareness about the leadership approaches.

The conflict is solved by discussion between the conflict parties and also based on the guideline. Principals delegate assignments to the school community according to their duties and responsibilities based on their abilities and interest.

To create good relationship between the school and other organisations in their respective town, community and parents, the school communicate through telephone, learners, face-to-face and letter.

Even though the contribution of CPD is great its implementation is not adequate. The awareness different parties have is different from different bodies. The training, sharing experience, implementation of the CPD is very low.

The implementation of Action Research is not as it has to be. Because of skill and knowledge, interest and workload and lack of support from leadership at different level of the hierarchy of the education system of the regional state.

The income the schools generate is minimal and not sufficient to support the budget allocated by the government to implement school improvement.

Concerning teaching and learning, teachers use ALMs. However, most of the time they use the lecture method to save their time and also, they believe that the learners can understand the lesson if the teacher lecture than the learners work by themselves.

Teachers conduct continuous assessments and they use the result to help the learners to improve their achievement.

Teachers do not produce additional supplementary material for the reference to learners except producing worksheets for learners to practice.

Community participation in general and participation of parents in particular in the implementation of the school improvement is not as it is expected.

The conduciveness of the school environment and school facilities are problem to implement the school improvement programme.

From the view of the stakeholders, the implementation of the school improvement programme is not effective because of different factors.

Challenges such as shortage of human resources, lack of training, non-participation of community, lack of commitment of leadership and teachers and limited monitoring and evaluation are among the factors that hinder the implementation of school improvement. Finally, the participants suggest solutions to these factors. The next chapter described the summary, conclusion and recommendations.

CHAPTER 6

SUMMARY, CONCLUSION and RECOMMENDATIONS

6.1. INTRODUCTION

This chapter described the summary of the study. It summarised the findings of the study theme by theme. It also summarised the findings of the study by each basic research question raised in chapter one of the study. The chapter forwarded applicable recommendations based on the findings of the study and suggest further research in the implementation of school improvement programme in Ethiopia. It also explained the limitation of the study. It proposed the Model for the effective and efficient implementation of school improvement. Finally, it provided a brief conclusion.

The above section introduced the chapter. The following section explained the summary of the study.

6.2. SUMMARY OF THE STUDY

This study was guided by the following general question.

How is the improvement programme in public Primary schools of Oromia Regional State Towns Surrounding Finfine implemented?

This general question is subdivided into the following specific questions. These are:

1. How do different role players in the school improvement programme discharge their roles and responsibilities in the implementation of the school improvement programme in public Primary schools of Oromia National Regional State Towns Surrounding Finfine?
2. What is the view of role players about the effectiveness of school improvement programme in public primary schools of Oromia National Regional State Towns Surrounding Finfine?
3. What are the major challenges that encountered the implementation of school improvement programme in public Primary schools of Oromia National Regional State Towns Surrounding Finfine?
4. What recommendations can be made to enhance the implementation of the school improvement programme in public Primary schools of Oromia National Regional State Towns Surrounding Finfine?

The study aimed to examine and describe the implementation of the school improvement programme in public primary schools of Oromia Regional State Towns Surrounding Finfine, Ethiopia.

The objectives of the study were to:

1. describe the roles and responsibilities of different role players in the implementation of the school improvement programme in public primary schools in Oromia National Regional State Towns Surrounding Finfine.
2. ascertain challenges encountered in the implementation of the school improvement programme in public primary schools in Oromia National Regional State towns surrounding Finfine.
3. determine the views of different role players regarding the effectiveness of the school improvement programme in public primary schools in Oromia National Regional State Towns Surrounding Finfine.
4. make recommendations that can enhance the effectiveness of the implementation of the school improvement programme in public primary schools in Oromia National Regional State Towns Surrounding Finfine.

To achieve the aim and objectives of the study and answer the main and sub-questions the study was divided into six chapters. The description of each chapter is presented in the paragraphs below.

Chapter 1 begins by introducing the chapter. Accordingly, it deals with the introduction and background to the study. It continues in explaining: the concept of education, background to the study, statement of the problem, the research question, aim and objectives of the study, significance of the study. Accordingly, it described significances related to policy issues, academic issues and awareness issues.

The chapter provides the highlight of the research paradigm, the research approach, Population and sampling and sampling techniques, data collection techniques and instruments of data collection, data analysis, trustworthiness and ethical considerations. This part was described in detail in chapter 4 of this study. The chapter also explained the delimitation of the study and the definition of key terms.

Chapter 2 deals with the theoretical and conceptual framework of the study. It begins with introducing the chapter and continues discussing concepts of quality of education, Concepts of Quality in General and Quality of Education, Quality assurance, contract conformance and

customer-driven. In addition, it focused on the importance of quality of education and characteristics of the quality education system.

The other focus of the chapter was concepts of school improvement and school improvement and change. In this aspect, it deals with principles of school improvement, objectives and importance of school improvement. The chapter also deals with the theoretical framework chosen for this particular study. These are the Systems Theory and Total Quality Management Model. Finally, it concludes the chapter.

Chapter 3 deals with the review of related literature. It begins with introducing the chapter and proceed to describe the Ethiopian Education System. Accordingly, it focused on the introduction of modern education to Ethiopia, the Ethiopian modern education system and the influence of different nations on the Ethiopian education system. Accordingly, the chapter gave highlight to the Ethiopian education system during the influence of France (1908-1935), Italian occupation (1936-1941), British (1941-1952), America (1952-1974), socialist countries (1974-1991), and the Ethiopian education system during the federal democratic republic of Ethiopia (1991 to present). The chapter also described the Education sector development programme and general education quality improvement programme.

In addition, the chapter described school improvement in the Ethiopian context, the domains of school improvement in the Ethiopian context: leadership and management, teaching and learning, community participation and conducive learning environment.

The chapter further explained, the strategies of school improvement, Action Research as a strategy of school improvement, school development planning as a strategy of school improvement, teachers` professional development as a strategy of school improvement and challenges of school improvement.

The chapter described the role of school partners in implementing school improvement programmes: the role of the ministry of education, the role of the regional Education bureau, the role of zonal education office, the role of woreda education offices, the role of the town education office, the role of schools, the role of the school principal, and the role of supervisors. Finally, it gives the conclusion of the chapter.

Chapter 4 deals with research design and methodology. It begins with the introduction of the chapter and then continues explaining, the research paradigm, research design and approach. It also described the population and sampling of the study. In addition, it explained instruments of data collection and data collection techniques, such as interviews, focus-group discussion, observation and document review.

The chapter also explained the data collection procedure, data analysis and interpretation.

Finally, the chapter explained how to maintain trustworthiness and ethical consideration. It ends up in concluding the chapter.

Chapter 5 concentrate on the presentation, analysis and discussion of the data. It begins by introducing the chapter and continues in forwarding the description of themes and sub-themes.

Accordingly:

- Theme 1. Role and responsibility of stakeholders
- Theme 2. Views of stakeholders about effectiveness of the school improvement
- Theme 3. Challenges of School Improvement
- Theme 4. Solutions recommended by respondents to challenges of school improvement

These themes were sub-divided into sub-themes. These themes and sub-themes were listed down in chapter 5 section 5.2 Table 5.1. The data were analysed, interpreted and discussed. Finally, it provided the conclusion of the chapter.

Chapter 6 described the summary, conclusion and recommendations of the study. It started by introducing the chapter. Then described, summary of the study, summary of findings of themes of the study. The chapter further explained that, conclusions were in line with each research question, recommendations, suggestions for further research, limitation of the study, Proposed model and conclusion of the study.

The above section summarised the study. The following section provides summary of the findings of the study.

6.3. SUMMARY OF THE FINDINGS OF THE STUDY

6.3.1 Summary of Findings of Theme 1 Role and responsibility of stake holders

Concerning the role and responsibilities of stakeholders in using the strategies to implement school improvement, the education offices and CRC supervisors support schools in training, preparing

school improvement plans, monitoring and evaluation by using a checklist. To create awareness about the aforementioned strategies of school improvement OEB, Town Education Offices and CRC Supervisors though it is not adequate to provide training and conduct meetings to aware them the strategies of school improvement.

The training given to CRC supervisors, school principals and teachers were many years ago during the inception of school improvement to the Ethiopian Education system. Now it is not updated. It is also not adequate as it is not being detailed to cover all issues concerning school improvement. As a result of this, the veteran supervisors, principals and teachers were not updated and not given for newly appointed and hired, with the necessary scope and detail regularly. As a result, it negatively affects the implementation of school improvement. The findings on the strategies of implementation of school improvement were presented in chapter 5 section 5.3.1.1.

In preparing the school improvement plan Oromia National Regional state provides templates and give orientation on how to prepare and fill the template to Town Education Office team leaders to simplify the preparation of school improvement plan and give due attention to the focus area of the Bureau.

Town Education offices provide training to schools on how to prepare school improvement planning and identify the weakness and strengths the plan had. They do not sit together and prepare the plan. They do not provide enough support to schools in preparation for school improvement. When we go down to the CRC supervisor, the training is not given to schools on how to prepare the plan. The supervisors do not train schools on the preparation of school improvement as it is adapted from the previous years. The attention given to school improvement is minimal as they do not support in preparing school improvement together and allow them to adapt from the last year. Only identifying the weakness and strength never contribute to the quality of the plan unless they prepare together and support how to strengthen the weakness of the plan and improve the strength of the plan.

At the school level, the school improvement planning is prepared with no/ or limited participation of the school community. The school improvement planning is communicated to the school community after it was prepared. It causes grievance on the parts of teachers as the time of communication is not adequate and it was prepared without and /or limited participation of them. Concerning the implementation of school improvement, the problems that hinder the

implementation is identified. In Town 1 these problems are referred to the concerned body according to the weight of the problem. In Town 2 and 3, the weakness and strengths of the schools were identified and schools were ranked based on their performance. Then the support is provided based on the performance of the schools. At the CRC level, the implementation of the school improvement plan is followed by the checklist which is prepared and implemented at each hierarchy. At the school level, the planned activities were divided among school communities based on their role and responsibilities. After they divided the activities to the concerned individual school community member, they monitor and evaluate the implementation. The mechanism of monitoring and evaluation of the performed activities is different from principal to principal. For example, principal 1 monitors by checklist, principal 2 and 3, by observation, principal 4 and 6 use checklist, observation and took a written report. principal 5 associates performance with learner achievement. The findings on the planning of school improvement were presented in chapter 5 section 5.3.1.2.

Schools and CRC Supervisors do not provide incentives for good implementers of the school improvement plan at the CRC and school levels. The findings on the incentives for good implementers of school improvement were presented in chapter 5 section 5.3.1.3.

Concerning the leadership approach used, the respondents have different idea that many of them do not coincide with each other down the hierarchy. For example, the OEB team leader, even though there must be flexible as the situation is concerned, he proposes instructional leadership to be used in schools. However, no team leader at the town education office-level initiates to use instructional leadership. Supervisors 1 and 3 propose to use instructional leadership. No principal used instructional leadership. Most principals have no deep idea on leadership approaches to be used in schools as they are not graduates of school leadership and management and as they are subject specialists.

Conflict is resolved by negotiation among the conflicting bodies except in school 5. In school 5 it is resolved according to the rule and regulations of the school. In school 1 in addition to negotiation, conflict is solved by domination.

At the school level delegation of the assignment is conducted based on roles and responsibilities, qualification, specialisation, performance and interest of the individual.

Schools communicate with the Town Education office, CRC supervisor, PTA, KTEB, Parents, teachers, learners, community, NGOs, individuals, Town Security office, Town police office and Women, child and Youth affairs office. They communicate these bodies by letter, phone, written report and face to face. The findings on leadership approaches were presented in chapter 5 section 5.3.1.4.

Even though the contribution of CPD is acknowledged for the good implementation of school improvement, it is not implemented as it can contribute to the good implementation of school improvement. The awareness given on CPD is neither adequate nor continuous. It is different from school to school and even from principal to principal, there is lack of peer observation, lack of uniform training, experience sharing within CRC and out of it. No general support in the profession and material. Teachers only plan the CPD. The implementation is not followed and monitored.

The implementation of CPD is challenged by different problems among which teachers' resistance, lack of resources, overburden of teachers, lack of incentives. The findings on CPD were presented in chapter 5 section 5.3.1.5.

The implementation of Action Research at the school level is minimal as it is challenged by lack of incentives, lack of knowledge to conduct and to support teachers to conduct Action Research, lack of manuals on how to conduct Action Research, lack of follow up and support from principals and CRC supervisors and lack of time as teachers are overburden. The findings on the Action Research were presented in chapter 5 section 5.3.1.6.

All Schools under the Study have different income generation mechanisms except school 4. However, it is not adequate to support schools in fulfilling the necessary expenses for good implementation of school improvement as the cost of education is increasing from time to time. The findings on the income generation were described in chapter 5 section 5.3.1.7.

The approach in the teaching-learning process used in schools is the learner center approach as it is assumed to give students a chance to learn by doing. Its implementation is monitored by supervision, by teachers' lesson plan, checklist and observation. To implement this approach teachers, use different active learning methods such as peer discussion, group discussion, field visit, question and answer, etc. However, most teachers use the lecture method and gaped lecture as they believe learners can learn more when teachers explain and save their time. The utilisation

of the Active Learning Methods is monitored by planned and unplanned supervision, taking information from learners and observing from outside the classroom. The application of Active learning methods in the classroom is challenged by: a shortage of time, lack of teachers guides in some subjects, the behaviour of learners, large class size, Teachers personal problems, assigning teachers without their specialization, lack of awareness of teachers, and views of learners. The findings on the implementation of ALMs were presented in chapter 5 section 5.3.3.1.

Even though it is not adequate, instructional aids were supplied to teachers of the school in purchasing different models from the market and materials used to produce instructional aids and they also made from locally available materials. The production and utilisation were controlled by utilisation and production books. However, the production and utilisation are not as it is required as the support provided is minimal. The production and utilisation of instructional material are challenged by lack of materials to produce and use in the classroom and lack of knowledge and skill to produce. The findings on the preparation of instructional material were explained in chapter 5 section 5.3.3. 2.

Teachers do not prepare supplementary materials for learners. The findings on supplementary material were explained in chapter 5 section 5.3.3.3.

Continuous assessment is conducted in schools by school teachers using different mechanisms to allow learners to increase their achievement using different tools of assessment. With these assessments, teachers identify the problem of the learners and support accordingly. The findings on continuous assessment were explained in chapter 5 section 5.3.3.4.

To mobilise the community, Oromia National Regional State Education Bureau has prepared the community participation guideline and created awareness on it to the implementers down the hierarchy. Based on the guidelines, Town Education offices, CRC Supervisors, and school principals conduct conferences and meetings at their respective jurisdiction to create awareness to the community about the school affairs. As a result of this awareness even though it is not adequate and different from the school-to-school community understand that the school is belonging to it. As a result of this understanding, the community: send the children to school; participates in managing the school through representatives; contribute cash and kindness. The findings on community mobilisation were explained in chapter 5 section 5.3.5.1.

There is lack of regular visits to schools as Parents and the community are occupied with their businesses. The findings on Regular visits were explained in chapter 5 section 5.3.5. 2.

The schools do not provide community service except school 1 and 2. School 1 allow the community school infrastructures for social affairs. School 2 provide evening classes with low payment. The data on Community service is presented in chapter 5 section 5.3.5.4.

Concerning conducive school environment, Oromia National Regional State Education Bureau create awareness on the meaning of conducive learning environment and have prepared guideline to make the school environment conducive for the teaching and learning process.

The schools took the guideline from the ministry of education down the hierarchy and adapt them to their context to create suitable and orderly school environment. The schools create awareness of these rules and regulations on the flag ceremony and print the main ones on the back of the learner's ID. In addition, the schools communicate these rules and regulations by providing orientation to parents at the meeting and when they bring the learners for the registration. They also create awareness about the rules and regulations of the schools to teachers in discussing on the staff meeting and provide them in writing. To enforce these rules and regulations the schools use homeroom teachers, subject teachers, discipline keepers, class monitors, unit leaders and community policing of the school. If it is out of the control of the school it is reported to other law enforcing institutions such as police, local administration and Women, Children and Youth Affairs Office. The findings on maintaining conducive learning environment were explained in chapter 5 section 5.3.7.1.

The Beautifulness of the schools is not kept as it is required and the schools have shortage of school facilities. For example, all schools except school 2 have no ICT center. The findings on the beautifulness of the schools were explained in chapter 5 section 5.3.7. 2.

6.3.2 Summary of Findings of Theme 2 Views of Stake Holders on the Effectiveness of Implementation of School Improvement

As the stakeholders viewed the implementation of the school improvement programme is not effective as it is required. This is because of non-comfortability of school physical conditions and lack and shortage of educational facilities, incompetency of some teachers, lack of commitment of learners, the community participation is not covering all aspects of school improvement, lack of

commitment and competency of some leadership. Some learners can't read and write in the lower grades. The finding on the views of stakeholders on the effectiveness of the implementation of school improvement is presented in chapter 5 section 5.4.

6.3.3. Summary of Findings of Theme 3. Challenges of Implementation of School Improvement

School improvement programme implementation is hindered by some factors. These factors are categorised as: shortage of material resources and human resources, shortage of school facilities, lack of regular and updated training, large class size, incompetency of some teachers and leadership, the inadequacy of participation of the community, Poorness and uneducated family to support learners in providing, education material and support in education at home, the inadequacy of commitment of stakeholders, professionals and authorities at all levels, inconvenience of work conditions, lack of monitoring and evaluation, shortage of budget and inappropriate utilisation of the available budget. Inappropriate planning of school improvement programme, the conflict between school communities. The findings on the challenges of the school improvement programme were described in chapter 5 section 5.5.

6.3.4 Summary of Findings of Theme 4. Solutions Recommended by Respondents To Challenges of School Improvement

Solutions were suggested for the above challenges to overcome the challenges of the implementation of the school improvement programme. These solutions were described in chapter 5 section 5.6.

The above section presented the conclusion of the findings of the study theme by theme.

The following section described conclusions in in line with each research question.

6.4. CONCLUSIONS IN LINE WITH EACH RESEARCH QUESTION

6.4.1. How do different role players in the school improvement programme discharge their roles and responsibilities in the implementation of the school improvement programme in public Primary schools of Oromia National Regional State Towns Surrounding Finfine?

As it can be seen from the findings of the study the role players in the implementation of school improvement programmes in public primary schools of Oromia National Regional State Towns Surround Finfine do not discharge their role and responsibility as it is required in the implementation of school improvement.

As the guideline of school improvement and other literature indicated there are different strategies for school improvement. However, as the findings of the study revealed few of them such as planning, monitoring and evaluation by checklist and training were used. Other strategies such as CPD and Action Research were not used as the strategy for implementation of school improvement. Besides using few strategies to implement school improvement programme, the effort that the role players exert to make aware these strategies to the school community in particular and community, in general, is minimal. Because the training provided on the strategies of school improvement is not given at all or given before many years during the inception of school improvement to the Ethiopian education system. As a result of this, the implementation of school improvement is negatively affected in public primary schools of Towns of Oromia National Regional State Towns Surrounding Finfine.

Concerning the preparation of school improvement planning as the school improvement guideline and literature shows the school have to conduct self-evaluation in participating the school community and other stakeholders. However, as the findings of the study shows the process of preparation of school improvement planning is not participatory and not need-based. The supervisors and town education office team leaders do not participate in participation in the school improvement plan. They simply identify the weakness and strengths of the plan after it has been prepared. CRC supervisor 2 even never identify the strength and weaknesses of the plan. What can be concluded from the above paragraph is that the support they provided to the school in the preparation of the school improvement program is found to be inadequate. They assumed that as the school improvement plan is adapted from the previous years it is easy.

The way the school improvement programme is communicated is also not adequate as the schools call short meeting and present their plan to stakeholders. This meeting is conducted for less than half-day and is not adequate to explain deeply and create awareness to stakeholders to support the implementation of the plan as it is required.

Concerning the support provided to schools even though the supervisors identify the schools according to their performance, they do not support schools based on their performance. The support they provide is the same for all schools. In other words, Supervisors of CRC do not provide support based on their weaknesses. They also do not provide incentives to good performers at the CRC level.

Most school principals have no concept of school leadership. As a result of this, there are many problems in the implementation of school improvement. Oromia National Regional State Education Bureau, Town Education Office School Improvement Team Leaders and CRC Supervisors do not work to enable them in managing and leading the schools. No school principals do not use instructional leadership approach which is appropriate in leading the schools. This shows that OEB, Towns Education Offices and CRC supervisors do not create awareness and train them to use instructional leadership. The finding of the study also shows that the selection of principals is not based on the profession.

The way the role players committed to implementing CPD is not at the level it contributes to the school improvement. The awareness given at all levels of the hierarchy of the education system of the region is minimal. The CPD is planned in schools without understanding. However, the plan has not been implemented. There is no follow up on how the plan on the CPD is implemented by school principals and higher hierarchies of the education system of the region. In general, CPD is not managed and controlled as it is required. Awareness does not given on CPD and there is lack of coordination among the role players of CPD. Implementation of CPD lack commitment and uniformity among the role player of the CPD. The role players do not provide training, peer observation and experience sharing within CRC and out of CRC on the implementation of CPD to contribute to the good implementation of school improvement.

Literature showed that Action Research is one of the strategies of school improvement. However, it is not conducted at schools as teachers have no knowledge, skill and material support from the leadership and management at the different hierarchy of the education system which are the role players in the implementation of school improvement. The teacher as a role player in the school improvement programme lack interest to conduct Action Research for the good implementation of school improvement. The role players at different hierarchies do not provide incentives for those who conduct Action Research.

Even though schools under the study except school 4 have different income generation mechanisms, the money obtained is not adequate to supplement the government budget to facilitate the implementation of school improvement. It needs an additional income generation mechanism and strengthening the available income generation to generate more money to cover the expense of the school which is increasing from time to time.

As the teaching methodology used in schools is learner centered approach, teachers use different active learning methods. However, they dominantly use the lecture method as they believe the students understand more the lesson, as a teacher himself explain and to save time. The support the supervisors, school principals and other management members of the school provide to teachers to reverse this problem is found to be minimal. This shows that as role players of implementation of school improvement programme the effort the Town Education Office, CRC Supervisors, and school management team including principal and deputy principal made to reverse the situation is low. In addition, the attempt they made to mitigate the challenges of using active learning methods is also low. They simply listed down the challenges. No attempt to solve the problems and use active learning methods for the effective implementation of school improvement.

The extent to which the teachers as role players produce and utilise the instructional aids is found to be insufficient. In addition, the support school management team provided support in material and profession is not enough to bring good implementation of school improvement even though schools attempt to buy materials used to produce instructional aids, the material purchased is not adequate to produce instructional aids as required. Most teachers do not use the available instructional aids in the classroom during the provision of the lesson. School principals and teachers as role players of school improvement know what are the challenges of producing and utilising instructional aids. However, the attempt to mitigate these challenges are found to be inadequate.

To mobilise the community to support the implementation of school improvement OEB Prepare the guideline of community participation and create awareness on how to implement it at the town level and school level. Based on this guideline at the school and town level conference and meeting with the community was conducted to create awareness to the community. This is to enable them to contribute to good implementation of school improvement in all aspects school need from them. Despite efforts made, the community contribution made and the result obtained is not as it is required. The contribution made is not matched or exceed the problem of the schools. Parents do not visit schools regularly. They come to school only when they requested. Teachers as the role players of school improvement request parents if only the student committed disciplinary problem.

Principals also do not invite parents to visit schools and discuss the achievement of the student which is one of the concerns of the school improvement.

Most parents provide educational materials to their students. Others do not provide them because of negligence and poorness. Schools create awareness of the problem of negligence and provide the students educational materials as they can and request other organizations to support educational material for students whose parents can't provide educational material.

Schools do not provide any community service except school 1 and 2. This negatively affects the relationship between the school and community which in turn negatively affect the implementation of school improvement.

To create a good conducive learning environment OEB prepare the guideline and create awareness on how to execute as per the guideline. The school took this guideline and adapt it to the context of the school and create awareness to the community in general and parents. Awareness creation is also made to teachers and learners. These rules are also enforced by the school community and law enforcing institutions in their respective towns.

Concerning the conduciveness of the school environment and facilities of the school as the findings of the study revealed the schools do not beatify as required. For example, school 4 do not look like the school. The school facilities do not fulfil almost in all schools. For example, there is no ICT center in all schools except school 2 to facilitate the implementation of school improvement. From this statement, it can be concluded that the effort of the role players of school improvement to make the school environment conducive and fulfilled education material is not as it is required.

6.4.2. What is the view of role players about the effectiveness of school improvement programme in public primary schools of Oromia National Regional State Towns Surrounding Finfine?

As the findings of the study showed, according to the view of stakeholders on the effectiveness of the implementation of school improvement even though the effort made and the resource allocated to improve schools, the implementation of school improvement is not as it is required. As it can be seen from the finding this is because: the physical condition of the school and school facilities are not in a position to contribute to the effective implementation of the school improvement programme.

Some teachers are not competent enough and there is problem in training of teachers at the teachers' training colleges, learners are not committed to working hard to achieve, community participation does not match with needs of the school to support the effective implementation of school improvement and the supporting parent provide their children to learn at home is found to be inadequate. As a result of the aforementioned factors, many learners cannot read and write in the lower grades (1-4).

6.4.3. What are the major challenges that encountered the implementation of school improvement programme in public Primary schools of Oromia National Regional State Towns Surrounding Finfine?

As a finding of the study pointed out; some factors hinder the implementation of school improvement. These factors are categorised into: shortage of both human and financial resources, lack of capacity building for stakeholders and role players, the inadequacy of participation of community and parent in all aspects of school, lack of commitment of stakeholders and role players, lack of monitoring and evaluation.

6.4.4. What recommendations can be made to serve as guidelines for enhancing the implementation of the school improvement programme in public Primary schools of Oromia National Regional State Towns Surrounding Finfine?

As it is forwarded by the respondent's solutions for challenges encountered the implementation of school improvements are as follows:

- Allocate enough amount of budget: the government has to allocate enough budget, encourage stakeholders to support schools and encourage schools to generate more income and increase community participation.
- Government has to take caution in selecting the would-be teachers and train them to solve the problem of incompetency of teachers.
- Properly implement CPD. In other words, plan, implement, follow the implementation, train, teachers on CPD, arrange peer observation arrange experience sharing.
- Create commitment to role-players at each level by creating awareness, providing training and incentives.
- Fulfil educational materials.
- Identify the priority of schools by participating school community,

- Be participatory to solve school's problems,
- Assign teachers to the subject they are specialised in,
- Assign at the principalship those who have experience of leadership and management in serving as deputy principal, unity leader, department head etc.
- Create awareness to the community about the importance of education, how to support it and follow learners at home,
- Strengthen the CRC structure, with additional human resources and allocate budget, strengthen the linkage with CTE,
- Encourage Teachers, parents of learners' and school principals to work collaboratively. provide refreshment training to teachers, principals and CRC Supervisors regularly to update their knowledge and skill on the implementation of school improvement.
- Provide regular monitoring and evaluation of the components of school improvement.
- Choose the PTA members who have awareness of the education.
- conduct regular supervision by CRC supervisors and Town Education Office supervisors.
- Identify the priority of school and participate, learners, teachers. Parents and the community in planning school improvement and encourage them to work cooperatively.
- Provide incentives to good performing teachers, encourage teachers to read books and update themselves.
- Arrange an educational tour to teachers at the end of the semester, full fill educational materials.

The aforementioned sections described the conclusions in in line with each research question.

The following section suggested the recommendation based on the findings of the study.

6.5 RECOMMENDATIONS

The following recommendations were forwarded to solve the problems of implementation of school improvement programme in public primary schools of Oromia National Regional State Towns surrounding Finfine based on the findings of the study.

6.5.1 Use Diversified Strategies of School Improvement Programme

As it can be seen from the findings of the study the strategies used to implement school improvement were few. These were training, planning, monitoring and using the checklist. In addition to these, other strategies have to be used by role players of school improvements such as schools, Town Education Office and Regional Education Bureau. Accordingly, use more income generation mechanisms and strengthen the existing income generation to generate more money to cover the expense of education and allocate more government budget for school improvement and control how it is used, organise experience sharing between schools in the CRC and out of the CRC in the Town and among Towns Education Offices, Organise contests between grades, schools, CRCs and Town to encourage them for the better implementation of school improvement and provide incentives for the good performers of institutions and individual and/or group of learners, parents, community member, NGO, teachers principal and school management team member.

6.5.2 Make Participatory the School Improvement Planning Process

As it is indicated from the findings of the study the participation of stakeholders in the preparation of school improvement plans is minimal. Therefore, it is mandatory to participate, teachers, learners, parents, community members in conducting self-evaluation, identifying the priorities and ranking these priorities and preparing the school improvement planning at the school level. CRC supervisors also have to participate in the process of preparing the school improvement instead of identifying only the weakness and strengths of the plan after it has been prepared. The Town Education office school improvement team leaders and experts also have to participate in the planning process and provide necessary support in the gaps identified in the planning preparation process. Its implementation also has to be supported and monitored and evaluated appropriately with necessary detail. As a result, the school principals have to divide the prepared plan to the school community and provide support and conduct monitoring and evaluation regularly and has to find solutions together with the implementers immediately. The CRC supervisors and town

education offices also monitor and evaluate regularly the implementation of school improvement at the school level and provide the solutions together with the schools.

6.5.3 Rethink the Criteria to Select the School Principals

As it was seen from the findings of the study most school principals are not graduates of leadership and management except principal 2 and 4. As a result, they do not have deep knowledge and skill on how to lead and manage schools. This can hinder the effective implementation of the school improvement programme. They are graduates of subjects. Therefore, graduates of school leadership or educational planning and management with adequate experience serving as, deputy principals, unit leaders, school management team members have to be assigned to the principal position.

6.5.4 Provide Capacity Building to Implement School Improvement Programme

The effective implementation of school improvement requires good knowledge about the school improvement and its implementation strategies and necessary skills to implement these strategies. Therefore, to enable the role players in the school improvement programme and the stakeholders to have the necessary knowledge and skill intensive training has to be provided yearly and refreshment training has to be provided regularly to update them and to aware the newly assigned role players. In addition to training the experience sharing among the role players of the same school and other schools is to be arranged.

6.5.5 Strengthen the Structure of the CRC

The CRC has many schools, public and private, under it to supervise. However, they have only one supervisor. As far as the researcher is concerned this has two major problems. On one hand, one person can't give adequate supervision to many schools. On the other hand, one person cannot have diversified knowledge and skill to provide effective and efficient support to schools. To solve these problems Town Education Office and Oromia National Regional state have to assign more supervisors with diversified professions such as specialist of subjects, school leadership, educational planning and management and other necessary knowledge and skills such as production and utilisation of instructional Aids.

6.5.6 Strengthen School Pedagogical Center and Establish it at the CRC level and Town Education Office Level

As the findings of the research revealed the school pedagogical centre do not have the necessary instructional aids with the necessary quantity and quality. In some schools they are non-existence. They have no coordinator with the necessary skills and knowledge. The coordinators are selected from school teachers as additional work in addition to their other responsibilities such as teaching and being homeroom teachers. Therefore, to enable the SPC to contribute to the good implementation of the school improvement they have to be strengthening in assigning human resources with necessary knowledge in using and preparing instructional aids, allocating adequate budget, prepare separate rooms for production and display.

Establishing pedagogical centers at CRC and Town Education level can give the opportunity to share the experience on using and production of instructional aids and borrow them to use at their respective schools and create the sense of contest among the SPCs. Therefore, it is advisable to establish it at CRCs and Towns Education office level and strengthen with allocating the adequate amount of budget and assign the human resources with necessary knowledge and skill.

6.5.7 Rethink the Implementation of CPD

The contribution of CPD to update and increase the competency of teachers for effective implementation of school improvement is unquestionable. However, as it is shown from the finding of the study the attention given to it is minimal. Even it was not linked to school Improvement programme. Therefore, to get the benefit out of the CPD give top priority to it. As the result, provide massive and uniform training on CPD to professionals at all levels. Prepare the implementation manual and provide to schools and provide orientation on how to use it. Follow regularly its implementation and evaluate the outcome from time to time regularly. Work to mitigate the challenges encountered in the implementation of CPD at all levels with a special emphasis on schools. Organise peer observation at school level among teachers, organise experience sharing between departments at school level, at CRC Level, out of CRC level, at Town Education office within the Town and between Towns.

6.5.8 Create the Opportunity for Teachers to Conduct the Action Research

As different literature revealed Action Research is used as one of the strategies of school improvement. However, as it is concluded from the findings of the study it is not in a position to

contribute to the effective implementation of school improvement. Therefore, to get the benefit out of it for the implementation of school improvement it is advisable to train teachers and educational professionals at all levels on the concepts of Action Research and how it is conducted. It is also necessary to allocate budget for Action Research and support teachers in supplying materials. Provide them different reference materials and model Action research output. Provide incentives for good performers in the Action Research.

6.5.9 Strengthening the Mechanism of Monitoring and Evaluation of the implementation of School Improvement Programme

As the findings of the study show the monitoring and evaluation conducted on the implementation of school improvement activities is not adequate and it also does not coordinate between the different role-players of different levels. It seems that, it is because of this that, the implementation of school improvement is not effective in the public primary schools of Oromia National Regional State Towns Surrounding Finfine. Therefore, it is advisable to conduct monitoring and evaluation regularly and create coordination between the role-player at different levels.

6.5.10 Strengthen the Community Participation

Create awareness to the community in general and parents in particular about their role and responsibility of them. Define their responsibility in supporting the learner at home in their education and provide them with educational materials. Initiate them to make regular school visits and provide educational material. In addition, make awareness on the areas they contribute for the effective implementation of the school improvement programme.

6.5.11. Create Conducive Learning Environment and Fulfill Educational Facilities

As it is explained by the findings of the study the schools` physical environment condition is not conducive. It can hinder the implementation of school improvement. The school facilities were not fulfilled. Therefore, schools and Town Education Offices and Regional Education Bureau have to allocate more government budget and mobilise the community, NGOs, wealthy individuals and encourage schools to generate more income generation mechanisms to make the school physical environment and fulfil educational facilities.

The above section described the suggested recommendations. The following section deals with suggestion for further research.

6.6 SUGGESTION FOR FURTHER RESEARCH

Even though the intended objectives of this study were achieved, it necessitated further research in the future.

The following paragraphs explained the suggested areas for further research that contribute to the good implementation of the school improvement programme.

This study was conducted with small study area and small sample size. It also focused on primary public schools only. As it is not inclusive to show policy direction a national survey that includes large population and sample size including primary and secondary schools of public, private, NGOs, and missionary schools in the country have to be conducted.

School improvement programme guidelines are prepared at the national level and expected to be implemented in the same way in all hierarchy of all national regional states of the country down to schools. However, different factors may contribute to being implemented in different ways in national regional states down to the schools. Therefore, to ascertain whether the school improvement programme is implemented uniformly or not in all national regional states down to schools in the country the comparative study has to be conducted.

The findings of this study revealed the extent to which the schools use teachers` professional development, Action research and school development planning as the strategies of school improvement programme is minimal. Therefore, the contribution of these issues for the good implementation of school improvement needs further investigation.

The contribution of the instructional leadership approach also requires further investigation. The role of linkage of teachers training college and primary schools in the implementation of school improvement is to be investigated.

The above section deals with the suggestion for further research. The following section deals with the limitation of the study.

6.7 LIMITATION OF THE STUDY

As many research studies have different limitations according to the context in which they are conducted, this study is also not out of limitations. The limitations of this study were described in the following paragraphs.

The first limitation was the difficulty of finding the respondents to conduct an interview and/or focus group discussion as the schools are busy. This is because of covid-19. The habitual working arrangement of schools was changed to cope with the guideline to mitigate covid-19. As a result of this principals, CRC supervisors and teachers were busy conducting the interview and /or focus group discussion. Organising teachers for focus group discussion was another problem. As they do have classes every period and have no free period. It was difficult to get them together. However, the researcher managed these problems by arranging the time for the interview and focus group discussion out of their work time. As sample towns are far from each other and sample schools from towns and within town also far from each other lack of transportation was another limitation.

The above section stated the limitations of the study. The next section described the model proposed for the implementation of school improvement.

6.8 MODEL PROPOSED FOR THE IMPLEMENTATION OF SCHOOL IMPROVEMENT

The following section discussed development of proposed model and followed by how the proposed model address the challenges of implementation of school improvement.

6.8.1. Development of The Proposed Model

After reviewing school improvement literature and based on the finding of this study the whole school approach model was proposed. It was partially adapted from the Samoa government. This model was proposed to be implemented together with TQM. This model is diagrammatically shown in figure 6.1 below.

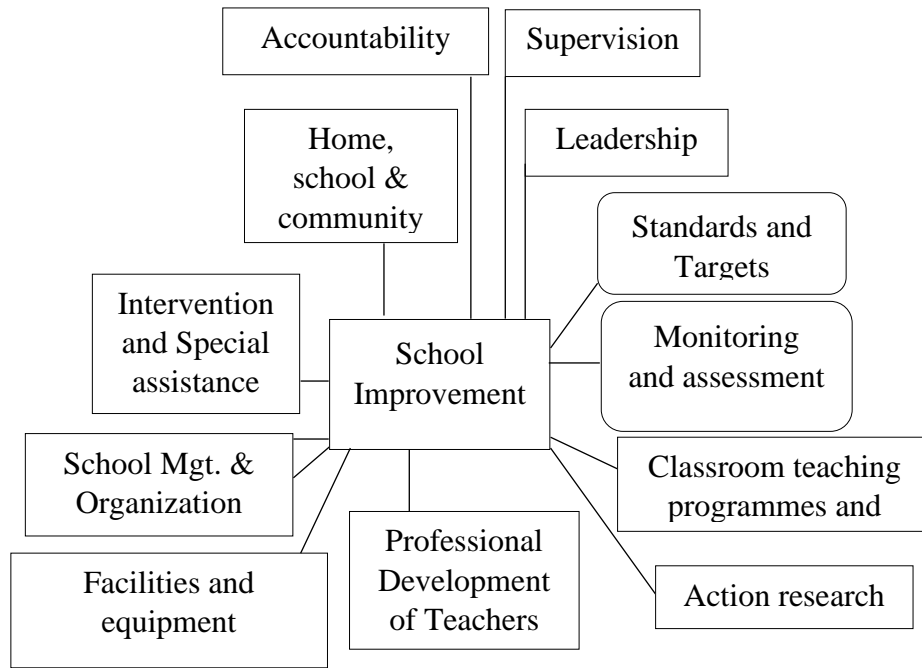


Figure 6. 1 Whole school Approach Model Source: Partially from Samoa Government Ministry of Education, Culture and Sport (2006).

1. LEADERSHIP: Refers to formulating a vision that is shared among the school community and stakeholders. Encouraging school culture, creating commitment among the school community, capacity building for school teachers, management team members, PTA members and other stakeholders and allocating adequate resources.

2. Standards and Targets: this includes establishing standards that learners have to achieve and schools fulfil. This standard has to be challenging however, it must be achievable.

3. Monitoring and Assessment: This includes using accurate data to monitor, assess and report students' progress in terms of achievement.

4. Class Room Teaching Programme and Materials: This refers to planning classroom instruction, strictly following the plan during the delivery of instruction, evaluating the plan to what extent it is effective, preparation of the instructional aids, using instructional aids in the classroom, producing different varieties of the work sheet, encouraging teachers to produce additional reference material based on the curriculum other than textbooks.

5. Professional Development of Teachers and School Management Team: Formulating guidelines that link teachers and management professional development to school improvement,

encouraging teamwork among all staff members, promoting peer observation among teachers of the same subject and different subjects during delivery of instruction, encouraging experience sharing within the school with other schools, prepare a guideline on teachers professional development, creating awareness on its implementation and support, monitor and evaluate its implementation, providing incentives for good performance of the teacher's development programme.

6. Facilities and Equipment: This refers to creating safe and secure school environment, keeping the hygiene of the school environment, building and/or maintaining adequate and comfortable buildings that can serve for the deferent services provided in the school including separate toilet for learners and staff members and boys and girls, fulfilling equipment that provides service for every activity of the school.

7. School Management and Organisations: Organising and coordinating the resources of the school for the best needs of learning and teaching process that can maximise the achievement of learners, planning and implementing properly all school activities to maximise the teaching and learning outcome.

8. Intervention and Special Assistance: Identifying the problem of implementation of school improvement at different hierarchical levels and intervein to solve the problem at each level based on the type of the problem identified, identifying the status of each school in the implementation of school improvement and support according to the need of the school. The schools also have to identify the status of implementing school improvement of its departments, teachers and management team members and provide support accordingly. Schools have to identify the achievement of the individual learner and problem area and provide support accordingly. Schools have to identify special needs learners and provide assistance based on their needs.

9. Home, School, and Community Partnership: This includes encouraging the involvement of learners' parents and the entire community and members of the community in the school activities. Providing service to the community (SGMoECS (2006).

10. Action Research: After reviewing the work of authors, Mulugeta (2017:737-738 explained that Action Research helps to improve the teaching-learning process in schools. He adds that it also enhances the reflective thinking skills of teachers. In addition, Action Research helps the

teachers and school management team members to develop their profession. It also helps to improve school practices to optimise student achievement which is the main focus of Educational Action Research.

11. Supervision: As, Fisher (2011) cited in Kotirde and Yunos (2014:54) Supervision refers to the provision of professional support of school management team members and other education professionals out of school in different hierarchical Education offices (CRC, Town Education Office National Regional Education Bureau) to teachers and other educational workers for the improvement of instruction. The general purpose of supervision is the improvement of teaching and learning in schools which in turn optimise learners` achievement. This can be realised through clearly defined curriculum, focused classroom instruction and management, firm consistent discipline, close monitoring of learner performance and strong leadership.

12. Accountability: it refers to “the quality or state of being accountable, an obligation or willingness to accept responsibility or accountability for one`s action” (Deventer 2016:232).

Among these building blocks of the proposed model, The Whole School Approach, such as: leadership, Standards and Targets, Monitoring and Assessment, Class Room Teaching programme and Materials, Professional Development of Teachers and School Management Team, Facilities and Equipment, School Management and Organizations, Intervention and Special Assistance and Home, School, and Community Partnership were borrowed from Samoa Government Ministry of Education, Culture and Sport. The others such as Action Research, Supervision and Accountability were proposed by the researcher.

To implement the whole school approach model together with the TQM for the good implementation of the effective and efficient implementation of school improvement the above elements have to be given due consideration and have to be implemented together with the TQM in Education. Because TQM focuses on long term perspectives, customer focus, top management commitment, systems thinking, training, increased employee participation, development of measurement and reporting system, improved communication between management and employees and continuous improvement (Farkhondehzadeh, Karim, Roshanfekar, Aziz and Hatami (2013). Therefore, if these focuses of TQM were applied to each element of the proposed model, the Whole School Approach, the model will bring the intended result.

The Application of TQM in Education as (Haseena and Mohammed (2015:101) stated includes the following to be implemented. These are: Assigning the appropriate leadership, common agreement with the employees, commitment of Management at all levels, concern to teaching and learning process, motivating the staff, treatment of students in a friendly way, monitoring and evaluating the quality of the work done, setting goals and Plan of action. All of these were borrowed from the building blocks of TQM.

The application of TQM to Education is diagrammatically represented in figure 6.2 below.

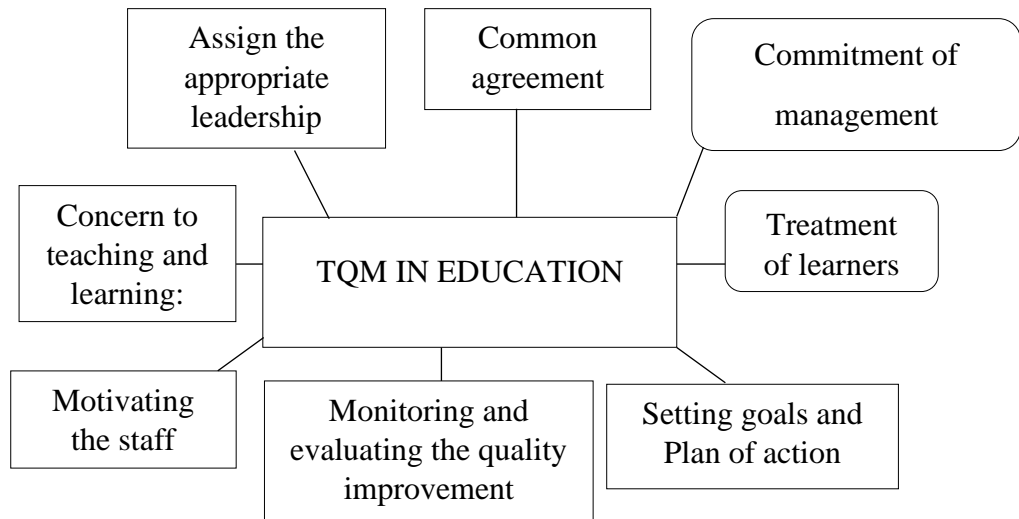


Figure 6. 2 Application of TQM in Education

Common agreement: This refers to the common agreement that has to be made on the planned activities of the school between all school community and stakeholders (school management team members, School teachers, learners, parents of learners, and the entire Community) affected by these activities and participate them in the implementation of these planned activities.

The commitment of management: This refers to the existence to which school management team members show dedication to providing quality education in their school.

Treatment of learners: Refers to understanding that the school is there to serve the learners. In other words, as learners are the primary and direct customers of the school, they should get the optimum support for the optimised achievement.

Setting goals and Plan of action: The main concern of this is setting goals and preparing a plan of action to reach up on it within the prescribed time.

Monitoring and evaluation: This refers to continuous monitoring of the planned activities to bring the quality of education and intervene to correct the deviation made from the plan. Monitoring the quality improvement programme at frequent intervals and making suitable changes whenever necessary in the programme.

Motivating the staff: This refers to the provision of incentives to initiate the staff members to work with interest and devotion to achieve the goals.

Concern to teaching and learning: This refers to providing the necessary consideration for improving the entire process of teaching-learning and the conducive school environment to enable the learners to optimise their achievement.

Assign the appropriate leadership: This refers to assigning effective and dynamic leadership to schools for successful implementation of school improvement to bring quality education through TQM.

In general, to implement the whole school Approach Model in primary schools the TQM has to be applied. In other words, when implementing every element of the whole school approach Model for the improvement of the school each appropriate TQM element has to be applied as shown in figure 6.3. below.

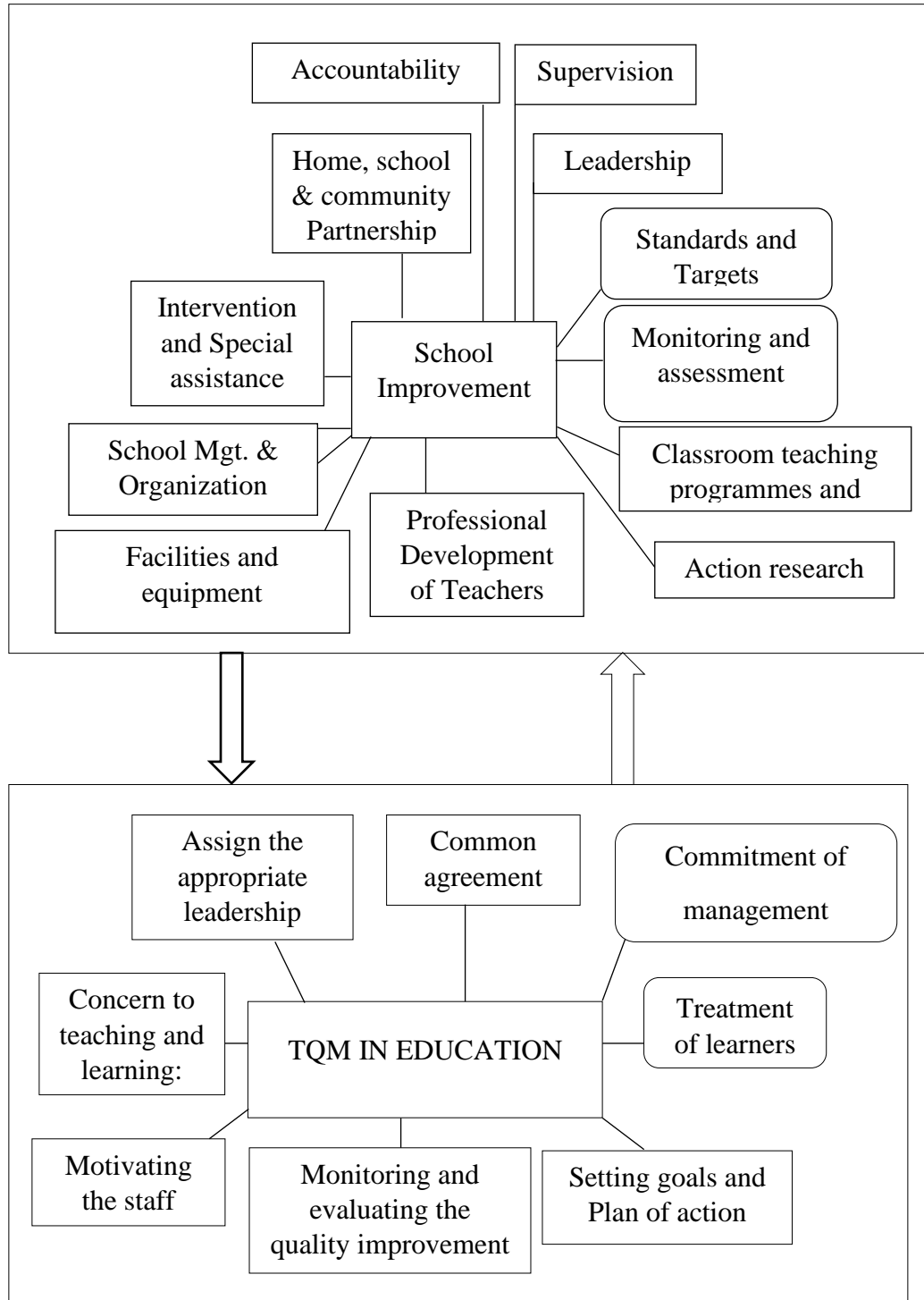


Figure 6. 3 The model proposed for the implementation of School Improvement.

6.8.2. How The Proposed Model Address the Challenges of Implementation of School Improvement

As it was discussed in chapter 5 section 5.5, the challenges of implementation of school improvement were summarized as:

Shortage of Educational resources, shortage of human resource, large class size, lack of regular training, lack of competency of some teachers, lack of consistency of building the capacity of leadership and management, lack of participation of community and parents as required, poorness of the family to provide enough education materials. Lack of awareness of parents to support learners at home., some children come to school without eating breakfast. Some children serve others at home and they come late and do not learn effectively, lack of knowledge of the subject matter of parents to support learners at home, lack of technology to use the internet at school for reference material and update teachers' profession, lack of interest of competent teachers to come to principalship position.

Lack of commitment of principals, false reports, turnover of leadership and management at school and town education office, non-professional assignment to leadership and management at school principal and town education office, lack of commitment in parts of teachers, school principal and others in the structure of Education Bureau structure.

Lack of coordination of works, lack of awareness, lack of refreshment training for newly assigned teachers, new principals, teachers, supervisor's deputy principal and PTA chairperson and members come to the position, lack of focus on teaching-learning process rather concentrates on political issues. Lack of focus from Regional Education Bureau to learners, lack of commitment. Lack of concentration on the CRC, lack of commitment of some teachers to teach appropriately in using learner center methodologies, lack of monitoring and evaluation. There is focal person at Town Education Office but they took only the school improvement plan of the schools but they do not follow how it is implemented. No, follow up of the budget allocated to the school. what is performed by the budget allocated the appropriateness of the budget utilization is not followed, Principals plan but do not implement it.

Turnover of principals, Professional is not assigned as a principal. Learner discipline problem, lack of commitment, and cooperation, no discussion about school improvement among concerned stakeholders, lack of awareness of the community, communication problem, shortage of teachers, lack of incentive to PTA members. The conflict between committee and school principal

sometimes the decision of the committee is not implemented by the school principal. Lack of peridium for the committee during the meeting. Disagreement between the teachers and the school principal. Lack of participating school teachers on the preparation of school improvement plan, assigning teachers out of his/her subject, overload of teachers, lack of interest in teaching because of the outlook of community as teachers are not seen equally as other employees, turnover of teachers to other institution.

If the building blocks of the proposed model, the whole school Approach, together with the building blocks of TQM will applied to the implementation of the school improvement these challenges will be minimized. For example, if facilities and equipment as one of the building blocks of proposed model, the whole school approaches, will be applied with common agreement with school improvement stakeholders as one of the building blocks of TQM the problems related to lack of facilities and materials will be solved.

6.9. CONCLUSION

The findings of this study revealed that the implementation of school improvement programme in Public Primary Schools of Oromia Towns Surrounding Finfine, Ethiopia is not effective as it is required. This is because of challenges that hinder the implementation of school improvement. As it can be concluded from the findings of the study the role players of the implementation of school improvement programmes do not discharge their role and responsibilities to contribute to the effective implementation of school improvement. These are because of different challenges.

The challenges which hinder the effective implementation of the school improvement programme were identified. In addition, the solution which will use to mitigate these challenges were forwarded.

LIST OF REFERENCES

- Adair, J. 2002. *Effective Strategic Leadership*. London: Macmillan.
- Adillo, A.E. 2019. *Educational Leadership in the 21st Century Theory And practice*. Kotebe Metropolitan University. Addis Ababa
- Agi, U.K. 2017. *School Development Planning: A Strategic Tool for Secondary School Improvement in Rivers State, Nigeria* Jiste, 21(1).
- Ahmed, S. 2009. *Status of School Improvement Planning and Implementation in Secondary Schools of Western Gojan Zone*. Unpublished Master's thesis, Addis Ababa: Faculty of Education Addis Ababa University.
- Ahmad, I. and Said, H.2015. *Effect of Community Participation in Education on Quality of Education: Evidence from a Developing Context*. *Journal of Education and Vocational Research*. 4 (10): 293-299.
- Ainscow, M., Dyson, A., Goldrick, S. and West, M. 2012. *Making school for all: Rethinking the task*. *school leadership and Management*,32(3):197-123.
- Aldridge J.M and Fraser B.J.2016. *Teachers' views of their school climate and its relationship with teacher self-efficacy and job satisfaction*. *Learning Environ Res* (19:291–307.DOI 10.1007/s10984-015-9198.
- Amare, A. 2009. *From Knowledge Acquisition to Knowledge Application: The case of Curriculum Inquiry in Ethiopia*. The proceeding of the 1st International Conference on Education Research for development. Vol. I College of Education Addis Ababa University. 411-450.
- Amare, G. 1967. *Aim and purpose of church Education in Ethiopia*. *Ethiopian Journal of Education*,4 1-11.
- Andreoli, P.M, Klar H.W, Huggins, K.sh. and Buskey, F.C 2020. *Learning to lead school improvement: An analysis of rural school leadership development*. *Journal of Educational Change* 21:517–542.
- Anekeya, D. M. 2015. *School-Based Factors Affecting Quality of Education in Primary Schools in Kakamega North Sub County, Kenya*. *International Journal of Recent Research in Social Sciences and Humanities* 2(2) 45-58. Available at: www.paperpublications.org

- Arlething, H and Tornsen, M. 2014 Classroom observations and supervision-essential Dimensions of pedagogical leadership. *International journal of educational management*,28(7):856-868).
- Armstrong. 2006. *A Hand-Book of Human Resource Management Practice* (10th ed.). London and Philadelphia. Kogan Page.
- Ayalew, S. 1991. *Approaches to Educational Organization and Management*. Department of Educational Administration, Faculty of Education. Addis Ababa: Addis Ababa University.
- Bass, B.M. and Riggio, R.E. 2006. *Transformational leadership (Second Edition)* London: Lawrence Erlbaum Associates, Publishers.
- Baxter, P. and Jack, S. 2008. Qualitative Case Study Methodology: Study Design and implementation for Novice Researchers. *The Qualitative Report*. <http://www.nova.edu/ssss/QR/QR13-4/baxter.pdf>. 13 544-559.
- Bellibaş, M. S, Gümüş, S and Kılın. A. C. 2020. Principals supporting teacher leadership: The effects of learning-centered leadership on teacher leadership practices with the mediating role of teacher agency.
- Bishaw, A. 2012. Education in Ethiopia: Past, Present and Future Prospects. *African Nebula Issue5*: 53-69.
- Bosworth, K. Garcia, R. Judkins, M and Saliba, M. 2018 The impact of leadership involvement in enhancing high school climate and reducing bullying: An exploratory study. *Journal of School Violence*. 17(3):354–366.
- Botha, R.J. 2013. *The Effective Management of schools Towards Quality outcome*. Pretoria: Van schaik Publishers.
- Briggs, A.R.J., Coleman, M. and Morrison, M. 2012. *Research Methods in Educational Leadership & Management*. (3rd ed). London: Sage Publications Ltd.
- Bush, T. 2003. *Theories of Educational Leadership and Management* (4th ed). Los Angeles: Sage Publication Ltd.
- Bush, T. 2008. *Leadership and Management Development in Education*. New Delhi: SAGE Publications India Pvt Ltd.
- Burden, P. R, and Byrd, D.M. 2013. *Methods for Effective Teaching Meeting the Needs of all students*. (6th ed). Boston: Pearson.
- Burns, R, A and Machin, M. A. 2013. *Employee and Workplace Well-Being: A Multi-Level*

- Analysis of Teacher Personality and Organizational Climate in Norwegian Teachers from Rural, Urban and City Schools. *Scandinavian Journal of Educational Research*, 57(3), 309–324.
- Caputo And Rastelli .2014. School Improvement Plans and Student Achievement: Preliminary Evidence from The Quality and Merit Project in Italy. *Improving Schools* 17(1) 72–98.
- Clarke, A.2007. *The Handbook of School Management*. Cape Town: Kate Mccallum.
- Clarke, A. 2012. *The Handbook of School Governors*. Cape Town: Kate Mccallum.
- Chalchisa, D. 2012. Continuous Teachers’ Professional Development: The Ethiopian Context. *Education Research Journal*, Addis Ababa University, Ethiopia, 1-2.
- Cheng, S.K.2011. At the Rear Mirror and through the Wind Screen: Teachers Becoming Teacher-Researchers in Singapore Schools *New Horizons in Education*, Vol.59, No.1.
- Chukwumah, F.O .2015 Developing Quality Strategic Plan in Secondary Schools for Successful School Improvement *Journal of Education and Practice* 6 (21), 136-144.
- Cohen, L. Manion, L., & Morrison, K. 2011. *Research methods in Education*. 7th ed. London and New York: Rutledge Taylor and Francis Group.
- Connolly, M., James, C .and Fertig, M. 2019. The difference between educational management and educational leadership and the importance of educational responsibility. *Educational Management, Administration & Leadership* 47(4), 504–519.
- Cooper, K.S. et. Al 2016. The Teacher leadership process: Attempting Change within Embedded stems. *J Educ. Change* (2016)17: 85-113.DOI10.1007/s/0833-015-9262-4.
- Coetzee, S.A. and Niekerk .2015. *An educator’s guide to effective class room management*. (2nd ed.) Pretoria: van schaik publishers.
- Council of Chief State school officers. 2017. *Principles of Effective School Improvement Systems*. Washington, DC.WWW.ccsso.org
- Creemers, B, P, M, Kyriakides, L and Antoniou, P, (2013). A dynamic approach to school improvement: main features and impact, *School Leadership & Management*, 33:2, 114-132.
- Creemers, B. and Kyriadkides, L. 2015. Developing testing and using theoretical models for promoting quality in education. *School effectiveness and school improvement: An International Journal of research, policy and practices*,26(1):102-109.
- Creswell, J.W. 2007. *Qualitative Inquiry and Research Design, Among Five approaches*. (2nded). London: sage publication.

- Creswell, J. W. 2014. *Research design: Quantitative, qualitative and mixed methods approach*. (4th ed.). Lincoln: University of Nebraska.
- Creswell, J.W. 2015. *A Concise Introduction to Mixed Methods research*. Los Angeles: Sage publications Inc.
- Daft, R.L. 2011. *Leadership* (5th ed.). South-western: Cengage learning.
- Daft, R.L and Marcic D. 2013. *Management of the New Workplace*. (8th ed). South-western: Cengage Learning.
- Dampson, D.G, Antor, H. Peter Eshun P.2018. Improving Basic Schools through Continuous Professional Development: The Case of Amia-Ba Circuit of Ajumako Enyan Essiam District. *Journal of Education and Practice*. 9(8).
- Derebsa, D. 2006. Prospects and Challenges of Achieving the Millennium Development Educational Goals in Ethiopia: The Ethiopian Journal of Education, Institution of Educational Research, Addis Ababa University, 25-50.
- Derebsa D.S.2006. Tension between Traditional and Modern Teaching-Learning Approaches in Ethiopian Primary Schools *Journal of International Cooperation in Education*, 9(1).123 -140
- Dereje, H. 2012. The Implementation and challenges of school Improvement Programme In Government Secondary Schools of Oromia Special Zone Surrounding Finfine. Unpublished M.A Thesis. Addis Ababa University.
- Dereje, T.W.2015.School Based Continuous Professional Development Practices at a Selected General Secondary and Preparatory School in Bahir Dar Town. *Bahir Dar j Educ*. 15 (2) 38-57.
- Deventer, I. 2009. *An Educator, Guide to School Management*. Pretoria: Van schaik publishers.
- Deventer, I.V. 2016. *An educator`s guide to School management –leadership skills*. (2nd ed). Pretoria: van Schaik publishers.
- De Paor C. and Murphy T. R. N. 2018. Teachers’ views on research as a model of CPD: implications of policy. *European Journal of Teacher Education*, 41(2), 169–186 <https://doi.org/10.1080/02619768.2017.1416086>.
- Dimock, C. 2012. *Leadership Capacity Building and school improvement: Concepts themes and impacts*. New York: Routledge, Tylors and Francis group.
- Doherty, G. 2012. *Quality assurance in education, Quality assurance and management*. (Online). Available at: <http://www.intechopen.com/books/quality-assurance-and>

- management/quality assurance-in-education.
- Dreer, B., Dietrich and Kracke, B. 2017. From in-service teacher development to school improvement: factors of learning transfer in teacher education. *Teacher Development*, 21(2) 208–224.
- Duke, D. L Carr, M and Sterrett W. 2013. *The School Improvement Planning Handbook Getting Focused for Turnaround and Transition.: Toronto: Rowman & Littlefield Publishers, Inc.*
- Edamo, D.W. 2015. Outcome of The Implementation School Improvement Programme in Sidama Zone Schools, Ethiopia. Unpublished Doctoral Thesis, University of South Africa.
- Epstein, J. L. 2011. *School, Family, and Community Partnerships*. (2nd. Ed). Boulder: West view Press.
- Etor, C.R, Mbon U.F. and Ekanem. E.E. 2013. Primary Education as a Foundation for Qualitative Higher Education in Nigeria. *Journal of Education and Learning; Canadian Centre of Science and Education* 2(2) 155-164.
- Falqueto, J.M.Z, Hoffmann, V.E, Gomes, R.C, & Mori, S.S.O 2020. Strategic planning in higher education institutions: what are the stakeholders' roles in the process? *Higher Education* 79:1039–1056 <https://doi.org/10.1007/s10734-019-00455-8>
- Farkhondehzadeh, A., Karim, M.M.M., Roshanfekar, M., Azizi, J. and Hatami, F.I. 2013. Total Quality Management (TQM) in Iranian Primary Schools Teachers. *European Online Journal of Natural and social science*. 2(3)634-640.
- Farrow, J.M, Kavanagh, S.S and Samudra, P. 2022 Exploring Relationships between Professional Development and Teachers' Enactments of Project-Based Learning. *Educ. Sci.* 2022, 12, 282. <https://doi.org/10.3390/educsci12040282>
- Gay, L.R., Mills, G.E. and Airasian, P.W. 2011. *Educational Research: Competencies For Analysis and Applications*. 10th ed. Boston: Pearson Prentice Hall.
- Girma, T. 2014. *Methodology and Writing up Research a Handbook for Students and Supervisors*. Addis Ababa: Mega Publishing and Distribution PLC.
- Gorfe, E. 2015. Survey of the Practice and Challenges of the School Improvement in selected Government General Secondary Schools of Tigray Regional State. *Proceeding of the 5th Annual International Conference on Quality of education*. Mekele University, 117-146.
- Hallinger, P and Heck, R.H. 2010. Collaborative leadership and school improvement:

- understanding the impact on school capacity and student learning, *School Leadership and Management*, 30:2, 95-110, DOI: 10.1080/13632431003663214.
- Harlen, W. and Qualter, A. 2009. *The Teaching of Science in Primary school* (5th ed). London and New York: Routledge Tylar and Francis Group.
- Harris, A. 2002. *School Improvement: What's in it for schools?* London: Routdge Falmer.
- Harris, A. and Chrispeels, 2009. *Improving Schools and Educational Systems. International perspectives.* London: Routledge.
- Harris, A., & Muijs, D. 2005. *Improving schools through teacher leadership.* Berkshire: Open University Press.
- Harvey, M. and Jones, S. 2020. Enabling leadership capacity for higher education scholarship in learning and teaching (SOTL) through action research. *EDUCATIONAL ACTION RESEARCH 2021, VOL. 29, NO. 2, 173–190*
<https://doi.org/10.1080/09650792.2020.1803941>
- Haseena, V.A. and Mohammed, A.P. 2015. Aspects of Quality in Education for the Improvement of Educational Scenario: *Journal of Education and Practice: www.iiste.org (Online) Vol.6, No.4. The hidden curriculum, 2014 Retrieved from*<http://edglossary.org/hidden-curriculum>, on Nov, 4/2017).
- Hopkins, D. 2001. The Past, Present and Future of School Improvement: Towards the Third Age. *Educational Research Journal*, Volume 27(4), 459 - 475.
- Hopkins, D. 202. *Improving the Quality of Education for All. A handbook of staff development activities.* (2nded) London: David Fulton Publisher.
- Hopkins, D. 2005. *The Practice and Theory of School Improvement: International handbook of Educational change.* New York: Springer.
- Hoseini A.M 2016. The effect of the total quality management on organizational innovation in higher education mediated by organizational learning. *Studies in Higher Education*, 41(7): 1153–1166.
- Hoy, W.K and Miskel, C .2013. *Educational Administration* (9th ed.) New York: McGraw-Hill Companies, Inc.
- Isernhagen J.C. *A Portrait of Administrator, Teacher, and Parent Perceptions of Title I School Improvement Plans*
- James, F and Augustin, D.S. 2017. *Improving teachers' pedagogical and instructional practice*

- through action research: potential and problems. *Educational Action Research*, 26 (2), 333–348.
- Jana, M, Khan, A and Chatterjee, S. 2014. Issues in Quality of Education in Backward Areas of Jhargram Sub-Division: An Exploration of Policy Options for Adjustment, Revitalization and Expansion. *Journal of Research & Methods in Education*,4(6):58-67.
- Johnson, R.B. and Christensen, L. 2014. *Educational Research, Qualitative, Quantitative and Mixed Approaches*. (5thed). Los Angeles: Sage Publication, Inc.
- Johnson W.L, Johnson A.M and Johnson J.W. 2014. Strategies of school improvement: conference presentation June11-12, 2014.Region VII Education Service centre.
- Jones, G.R.1996. School Development Planning in Jersey Primary Schools: a contingency analysis *School Organisation*, 16(3): 281-295.
- Karagiorgi, Y. Lamprianou T.A. Leonidou, V.A. Karamanou.M and Symeou, L.2018. ‘Out of the Box’ leadership: action research towards school improvement *Educational Action Research*. 26. (2), 239–257.
- Kasahun et.al 2016. Evaluation of School Improvement Planning and School Grant Management Practices and their Impact on Enhancing Community`s Involvement on School Affairs, Learning Conditions and outcomes. Addis Ababa: Ministry of Education.
- Kast, F. E. and Rosenzweig, J. E.1985.Organizations and Management, A system and Contingency Approach: New York: McGraw-Hill book company.
- Keller, J.G; Miller, C. LasDulce, C. and Wohrle R, G 2021 Using a Community-Based Participatory Research Model to Encourage Parental Involvement in Their Children’s Schools. *Children & Schools* VOLUME 43, NUMBER 3, 149-158.
- Khosa, G. 2010. *Sustainable school improvement*. Johannesburg: Jet Education Services.
- Killen, R. 2015. *Teaching Strategies for Quality Teaching and Learning* .2nd. Cape Town: Juta and (pty) Ltd.
- Kinde, B. 2014. Factors Affecting the Implementation of School improvement programme: The Case of Nekemte Town. Addis Ababa: AAU, Unpublished MA thesis.
- Kirkhaug, B, Drugli, M. B, Klockner, C. A .and Morch, W.T. 2013. Association between parental involvement in school and child conduct, social, and internalising problems: teacher report, *Educational Research and Evaluation: An International Journal on Theory and Practice*, 19(4), 346-361.

- Koontz, H and Wehrich, H. 2004. *Essentials of Management: An International Perspectives*, (6th ed). New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Kotirde, I.Y. and Yunos, J.B.M. 2014. The Supervisor`s role for improving the quality of teaching and learning in the Nigerian secondary school educational system. *International Journal of education and research*.2(8).
- Koul, L. (2009). *Methodology of Educational Research*. (4thed). New Delih: Vikas Publishing House pvt ltd.
- Kousainov, A.K. 2016. The ways of Improving the Quality of the Secondary Education in the Republic of Kazakhstan. SHS web of conference 29,01036(2016) DOI:10.1051/shsconf/20162901036.
- Koye, K. Yesewzer, T and Yonas, A 2015. The Practice of Teachers' Continuous Professional Development (CPD) Programme in Harari Regional State, Ethiopia. *Middle Eastern & African Journal of Educational Research*, Issue 14, 48-66.
- Kumar, R. 2011. *Research Methodology: A Step-By-Step Guide for Beginners*. (3rded). Los Angeles: Sage publication Ltd.
- Lamessa, A. 2016. The Status of the Implementation of School Improvement Programme in Primary Schools of Ilu Abba Bora Zone, Ethiopia. *International Journal of Advanced Research in Education &Technology* 3(4) 50-55.
- Leithwood, K, Mascail, B.&Strauss, T.2009. Distributed leadership. According to Evidence. New York: Routledge, Taylor and Francis Group.
- Lemlem, T. 2010. Review of Some recent literature: Identifying factors that affect Ethiopia's Education Crisis. *Ethiopian e-journal* 2(2)56-68.
- Leu, E. 2005. The role of schools and communities in quality education: A review of the literature. Washington, DC: AED.
- Levin, J and Nolan J.F. 2014. *Principles of Classroom Management a Professional Decision-Making Model* (7th ed). New jersy: Pearson Education, Inc
- Li, S, Liu X, Yang, Y and Tripp, J 2022 Effects of Teacher Professional Development and Science Classroom Learning Environment on Students' Science Achievement. *Research in Science Education* (2022) 52:1031–1053 <https://doi.org/10.1007/s11165-020-09979-x>
- Lodico, M.G., Spaulding, D.T. and K.H. voegtle. 2010. *Methods in Educational Research from Theory to practice*.2nd.san Francisco: Jossy-Bass.

- Lunenberg, F.c and Ornstein, A.C. 2012. Educational Administration Concepts and Practices (6th ed). Singapore: Wardsworth.
- Lynch, M. 2012. *A Guide to Effective Leadership Theories*. New York: Routledge, Tylors and Francis group.
- MacBeath, J and Mortimore, P.2001. Improving School Effectiveness. Philadelphia: open university press.
- MacNeil, A.J, Prater, D.L and Busch, S .2009. The effects of School Culture and Climate on student achievement, *International Journal of Leadership in Education*, 12(1),73-84.
- Magudu, S.2014. Induction Experiences of Newly Qualified Primary School Teachers in Zimbabwe. Unpublished Doctoral Thesis. The University of South Africa.
- Makoelle, M.T. 2011. Exploring practices determining the effectiveness and improvement of secondary schools in the Free State Province. Unpublished Doctoral (in Education Management) thesis, Pretoria: University of South Africa.
- Makoelle, T.M. 2014. Exploring Factors Contributing to School Improvement in South Africa Secondary schools in the Free State Province. *Int.J.Edu.Sci.7* (1), 119-130.
- Marishane, R.N. 2011. School Leadership in a Changing Context: A Case for school Based Management. Pretoria: Van Schaik Publishers.
- Mbanje, S and Lunga, J. 2015. Lunga, J. 2015 Fundamentals and Principles of Supply chain. Pretoria: Van Schaik Publishers.
- McManus, J. 2006. Leadership: Project and Human Capital Management. Amsterdam: Elsevier Ltd.
- McMillan, J.H and Schumacher. 2010. *Research in Education Evidence-Based Inquiry*. 7thed. Boston: Pearson.
- McMillan, J.H. 2012. *Educational Research Fundamentals for the Consumer*.6th ed. Boston: Pearson.
- Meador, D. 2017. Strategies for school leaders that promote school Improvement. Retrieved from <http://www.thoughtco.com>, on Nov,4/2017.
- Meesuk, P, Wongrugs, A and Wangkaewhiran, T. 2021. Sustainable Teacher Professional Development Through Professional Learning Community: *Journal of Teacher Education for Sustainability*, vol. 23, no. 2, pp. 30-44.
- Melese, S. and Tadege, A .2019. The Ethiopian curriculum development and implementation vis-à-vis Schwab's signs of crisis in the field of curriculum. *CURRICULUM &*

TEACHING STUDIES REVIEWARTICLE.<https://doi.org/10.1080/2331186X.2019.1633147>

- Mertens, D. and McLaughlin, J.A. 2004. *Research and Evaluation Methods in Special Education*. California: Sage publication Ltd.
- Menter, I., Elliot, D., Hulme, J.L. and Lowden, K. 2011. *A Guide to Practitioner Research in Education*. Los Angeles: Sage Publications Ltd.
- Michael, D.A. 2009. Evidence-based Educational Planning: The promise SIP. The proceeding of the 1st International Conference on Education Research for development. College of Education Addis Ababa University. (I), 151-467.
- Nhlapo V.A. 2020. The leadership role of the principal in fostering sustainable maintenance of school facilities. *South African Journal of Education*, Volume 40, Number 2,1-9
- Mincu M.E.2015. Teacher quality and school improvement: what is the role of research? *Oxford Review of Education*, 41 (2), 253–269.
- MOE .1972. Report of the Education Sector Review: Education; Challenge to the Nation. Addis Ababa, MOE.
- MOE .1998. Education Sector Development Program I Ministry of Education: Addis Ababa.
- MOE .2002. Education Sector Development Program II Ministry of Education: Addis Ababa.
- MoE .2004 Action Research Hand Book. Institute for Curriculum Development and Research Ministry of Education. Addis Ababa.
- MOE .2005 Education Sector Development Program III Ministry of Education: Addis Ababa.
- MOE .2008. General Education Quality Improvement Package Ministry of Education: Addis Ababa.
- MOE 2010a Education Sector Development Program IV Ministry of Education: Addis Ababa.
- MoE 2010b School Improvement Programme Guidelines Ministry of Education Addis Ababa.
- Ministry of Education, 2011. Governing Guide Line for the Implementation of the school Improvement programme. Addis Ababa: MOE.
- Ministry of Education, 2015. Education Sector Development Programme V. Addis Ababa: Ministry of education
- Mubarak, M .2016. Leading Schools for improvement: Analysis of practice, challenges and Opportunities in Government primary schools in kolfe keranio sub-city of Addis Ababa.
- Mulugeta, Y.W. 2017. Improving primary school practice and school–college linkage in Ethiopia

- through collaborative action research *Educational Action Research*, 25(5)737–754.
Unpublished MA thesis Addis Ababa University.
- Murgatrod, S and Morgan, C. 1993. *Total Quality Management and the School*. Philadelphia: Open University Press.
- Murthy C.S. V .2007. *Change Management*. Mumbai: Himalaya Publishing House.
- Narayan, N. A.2016. Culture of school improvement: Exploring its existence and Effectiveness *Saudi Journal of Humanities and Social Sciences*. Scholars Middle East Publishers ISSN 2415-6248 (Online).
- Ndoziya, C. 2014. *The Instructional Leadership Roles of The Secondary School Principal Towards Quality School Improvement in Zimbabwean Schools*. Unpublished Doctoral (In education Management) thesis, Pretoria: University of South Africa.
- Simpso J.C. 2021: *Fostering Teacher Leadership in K-12 Schools: A Review of the Literature* PERFORMANCE IMPROVEMENT QUARTERLY, International Society for Performance Improvement. Published online in Wiley Online Library wileyonlinelibrary.com. DOI: 10.1002/piq.2137
- Okobia, 2012. The Teacher Factor in Enhancing Quality Assurance in the Teaching/Learning of Social Studies. *Review of European Studies; Canadian Center of Science and Education* 4(4) 148-156.
- Olsen, G and Fuller, M.L 2012. *Home and School Relations Teachers and parents Working Together*. (4th ed). New Jersey: Pearson Education, Inc.
- Osman, A, A .2012. School Climate the Key to Excellence. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 3(6): 950-954.
- Pankhurst, 1968. *Economic History of Ethiopia. 1800-1935*. Haile Selassie I University Press.
- Penninga, M..H, Wijkamp, I Hogenstijn, M Wolfensberger, M. M .2018. Implementing theory in the design of a professional development course for honours teachers: A Teacher's Road to Excellence *Journal of the European Honors Council* 2(1), 4 1-13.
- Price, K.M and Nelson K.L. 2011. *Planning Effective Instruction Diversity Responsive Method and Management*. 4th ed. Wadsworth: Cengage learning.
- Prokopchuk, J .2016. Unpacking the Impact of School Culture: A Principal's Role in Creating and Sustaining the Culture of a School. *SELU Research Review Journal*, 1(2), 73–82.
- Patten, M. L and Newhart, M. 2018. *Understanding Research Methods: An Overview of the*

- Essentials*. (10th ed). New York: Taylor & Francis.
- Punch, K.F. 2009. *Introduction to Research Method in education*. Gosport, Hamshire: Ashford colour press, Ltd.
- Rafael, M.2015. The Implications of School Improvement and School effectiveness Research for primary school principals in Ethiopia, *Educational Review*,67:3,328-342, DOI:10.1080/00131911.2014.927829.
- Reynolds, D. 2010. *Failure-free Education? The Past, Present and Future of School Effectiveness Ss and School improvement*. New York: Routledge.
- Robbins, S. p and Judge, T.A. 2015. *Organizational Behavior* (16th ed). New York: Pearson.
- Said, I.A.H .2013. Effect of Community Participation in Education on Quality of Education: Evidence from a Developing Context. *Journal of Education and Vocational Research* 4, (10,) pp. 293-299.
- Said, H. Ahmad, I. Tahir L, Ahmad, R and Hassan, Z .2013. Effect of Community Participation in School-Community Relations. Middle-East Journal of Scientific Research* 16 (3): 378-382.
- Sallis, E. 2002. *Total Quality Management in Education* (3rd ed). London: Kogan Page Ltd.
- Salm, T.2014. Action research to improve collaboration among Student Support Services teams. *Educational Action Research*, 22 (1), 93–108.
- SGMoECS, 2006 Samoa Government Ministry of Education, Culture and Sport.
- Samu’el, A. W.2011.Primary Education in Nigeria: An instrument for quality control. *African Journal of Educational Research and development*.4(2a).
- Santos, A. 2012. Consideration for Educational reform in British. Columbia: *Canadian Journal of educational administration and Policy*,38:1-16.
- Sedova, K. 2017. Transforming teacher behaviour to increase student participation in classroom discourse *Teacher Development*, 21(2), 225–242.
- Seyoum, T.1996.Attempts at Educational Reform in Ethiopia: A Top-down or a Bottom-up Reform? *The Ethiopian Journal of Education*, XVI (1):1- 53
- Sharma, T. N.2008.Structures and Mechanisms of Community Participation in School Management *Journal of Education and Research* 1(1), 72-85.
- Shea, T.M and Bauer A.M .2012. *Behaviour Management a Practical Approach for Educators* (10th ed.) Boston: Pearson.

- Sibeko, S. D. 2014. The Influence of Total Quality Management on school improvement in secondary schools in the uThungulu District, Kwazulu-Natal (Unpublished DEd Thesis, UNISA).
- Singh, R. 2011. Bar review. New Delhi: Bar Council of Indian Trust. XXXVIII (3). 99-110.
- Solomon, M. 2016. Stakeholders Views about Preparation for Implementation School Improvement Programme. *Research in pedagogy*. Vol. 6, No, 2, 72-84
- Singer, J.M .2017. A Systems Theory Approach to the District Central Office's role in school-level improvement. *Administrative Issues Journal: Connecting Education, Practice and Research*, 7(1):70-83
- Srivastava, A.K. 2014. *Basics in Educations. National Council of Educational Research and Training*. New Delhi: Karan Press.
- Stefanski, A, Valli, L and Jacobson, R .2016. Beyond Involvement and Engagement: The Role of the Family in School-Community Partnerships. *School Community Journal*, Vol. 26, No. 2 Available at <http://www.schoolcommunitynetwork.org/SCJ.aspx>
- Taahyadin, F.and Daud, y. 2018. School Culture and School Improvement challenges in Kedah *Journal of Business and Management* 20(6):25-30 44
- Tang, S, Lu, J and Hallinger, P.2014. Leading school change in china: A review of related Literature and preliminary investigation *international journal of educational management*,28(6):655-675.
- Tirusew, T. et.al .2018. Ethiopian Education Development Roadmap (2018-30). An integrated Executive Summary. Ministry of Education. Education Strategy Center (ESC) Draft for Discussion. Addis Ababa.
- Tekalign, M.T. 2016. Challenges of and Opportunities for Implementing the School Improvement programme in the Public Secondary Schools of Iluababor Administrative Zone in Ethiopia. Unpublished Doctoral (in Education Management) thesis, Pretoria: The University of South Africa.
- Tekeste, N. 1990. The Crisis of Ethiopia Education: Some implications for national Building. Sweden: Uppsala University.
- Tekeste N. 1996. Rethinking Education in Ethiopia. Uppsala: Nordiska Africa Institute.
- Tekeste N.2006 Education in Ethiopia from Crisis to the Brink of Collapse Nordiska Afrika institute, Uppsala.

- Tican Başaran, S., and Dinçman, B. 2022. Professional development of Turkish preschool teachers during summer holidays. *International Online Journal of Education and Teaching (IOJET)*, 9(1). 361-396.
- Telli, G. 2013. How should quality education be redefined for educational achievement in Tanzania? What are the stakeholders' opinions? *Journal of International Education and Leadership*, 3(1):1-10.
- Tesema, A. 2009. Overlooked causes for the Decline of the Quality of Education in Ethiopia. The proceeding of the 1st International Conference on Education Research for development. Vol. II College of Education Addis Ababa.
- Teshome, G.W. 1979. *Education in Ethiopia: Prospects and retrospect*. Ann Arbor: The University of Michigan Press.
- TGE, 1994. *Education and Training policy*. Addis Ababa: St. George printing press.
- Thangeda, A, Bakisanani, B, and Mompoti, T. 2016. Education for Sustainability: Quality Education is a Necessity in Modern day. How far do the Educational Institutions Facilitate Quality Education? *Journal of Education and practice*,7(2).
- Transitional Government of Ethiopia,1994. *Education and Training Policy*. Addis Ababa: Ministry of Education.
- Turkkahraman, M. 2012. The Role of Education in societal Development. *Journal of Educational and Instructional Studies in the World*.Volum2, Issue 4, 39-41
- Tuli, F. 2012. Examining Quality Issues in Primary Schools in Ethiopia: Implication for the Attainment of Education for All, *ECPS Journal* (5): 130-150.
- Tuli, F. 2017. Teachers Professional Development in schools: Reflection on the Move to Create a Culture of Continuous Improvement *Journal of Teacher Education and Educators* 6, (3) 275-296.
- Tulii, F and Tynjala P. 2015. Professional Learning of Teachers in Ethiopia: Challenges and Implications for Reform *Australian Journal of Teacher Education* Volume 40(5) 1-26.
- Tyagi, G. 2012. *Implementing Total Quality Management in Education: A Strategy to Improve the Quality of Education*. The Federation of Universities.
- UNESCO, 2004. *Education for All: The Quality Imperatives*, Paris: Graph print.
- UNICEF, 2002 *Quality Education for All: From A Girl's point of view*.
- UNICEF, 2013. *Sanitation and Hygiene in Secondary Schools*. Addis Ababa: UNICEF

- USAID, 2012a. Instructional Leadership. *Improving Quality of Primary Education programme*. A Training Module for Principals, Supervisors and Education Officers. USAID IQPEP, Ethiopia. Addis Ababa.
- USAID, 2012b. Action Research: Techniques and Applications: Practical Guide for Primary School Teachers. *Improving Quality of Primary Education programme* USAID IQPEP.
- VOIGHT, A. 2014. Student Voice for School-Climax Improvement: A Case Study of an Urban Middle School *Journal of Community & Applied Social Psychology* 25: 310–326.
- Volante, L. 2012. School Leadership in the Context of Standards-Based Reform International Perspectives. Canada: springer.
- Voort, G.V. and Wood, L 2014., Assisting School Management Teams to construct their school improvement plans: an action learning approach. *South African Journal of Education*, 34, (3) pages, <http://www.sajournalofeducation.co.za>.
- Westhuizen, P.V.D .2007. Schools as Organizations (3rd ed) Pretoria: Van Schaik Publishers.
- Wiersma, W. and Jurs, S.G. .2009. *Research Methods in Education: An Introduction*. (9thed) Bosten: Pearson Printice Hall.
- Xaba, M. 2006. The difficulties of school development planning *South African Journal of Education* 26(1)15–26.
- Yan, T, Hou, y. and · Deng, M. 2022 Direct, Indirect, and Buffering Effect of Social Support on Parental Involvement Among Chinese Parents of Children with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders* 52:2911–2923 <https://doi.org/10.1007/s10803-021-05170-x>.
- Zaman, A.S.M.U and Anjalin, U. 2016. Implementing Total Quality Management in Education: Compatibility and Challenges. *Open Journal of social science*,207-217
- Zerhun, T. etal.2016 Ethiopian 5th National Learning Assessment of Grades 4 and 8 learners. Addis Ababa: National Educational Assessment and Examination Agency.
- Zewdie, M. 2000. A study Guide for Curriculum Implementation and Evaluation, Unpublished Teaching Materials for the Course Educ.676, Addis Ababa University.

APENDICES

APPENDIX 1:ETHICS APPROVAL

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2020/11/11

Ref: **2020/11/11/62104810/03/AM**

Name: Mr WG Moreda

Student No.: 62104810

Dear Mr WG Moreda

Decision: Ethics Approval from
2020/11/11 to 2025/11/11

Researcher(s): Name: Mr WG Moreda
E-mail address: 62104810@mylife.unisa.ac.za
Telephone: +251911784087

Supervisor(s): Name: Prof T Netshitangani
E-mail address: netsht1@unisa.ac.za
Telephone: 0124294261

Title of research:

The implementation of the improvement programme in public primary schools of Oromia towns surrounding Finfine, Ethiopia.

Qualification: PhD Educational 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 2020/11/11 to 2025/11/11.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2020/11/11 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.

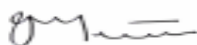


3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures 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 **2025/11/11**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2020/11/11/62104810/03/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

APPENDIX 2: TURNITIN ORIGINALITY REPORT

- Processed on: 21-Feb-2022 16:23 SAST
- ID: 1767541334
- Word Count: 96447
- Submitted: 1

complete thesis By W G MOREDA

Similarity Index

29%

Similarity by Source

Internet Sources:

26%

Publications:

7%

Student Papers:

14%

APPENDIX 3:REQUEST FOR PERMISSION TO CONDUCT RESEARCH FROM OROMIA NATIONAL REGIONAL STATE EDUCATION BUREAU

To: Oromia National Regional State Education Bureau

Finfine, Ethiopia.

I, Wakweya Gudeta Moreda, am doing research under the supervision of Tshilidzi, Netshitangani a professor in the department of educational leadership and management, towards PhD at the university of South Africa entitled “THE IMPLEMENTATION OF THE IMPROVEMENT PROGRAMME IN PUBLIC PRIMARY SCHOOLS OF OROMIA TOWNS SURROUNDING FINFINE, ETHIOPIA”. The aim of the study is “to examine and describe the implementation of the school improvement programme in public primary schools of Oromia Regional State Towns Surrounding Finfine”.

Here, I am seeking kindly your permission to collect data from team leader of school improvement at regional level, and also I kindly request you to write a letter which grants permission to conduct research to Oromia Towns Surrounding Finfine Education Offices to collect data from Team Leaders of school improvement at town education offices level, cluster resource center supervisors, schools principals, teachers, and PTA chair persons by using interviews and focus group discussion and to observe school compound facilities and use relevant documents.

The study will entail collection of qualitative data through face- to- face interview, focus group discussion, non- participant observation and document review to enrich the findings of the research. The names of participants will not be mentioned anywhere in the research report and the data collected will be confidential. Participants will be asked to sign consent forms for participation which will be on voluntary basis. The participant can also withdraw from participation at any time if they want.

The study benefits the policy makers to identify the problems of policy gap on the implementation of the school improvement and device mechanisms to solve these problems. It may also use as a stepping stone for other researchers who are interested to conduct further study on the implementation of school improvement and will give the practitioners the necessary information on how school improvement programme is implemented and close the gap to provide the quality education. The research has no potential risks on the respondents and the Bureau, Town Education Office and schools. Concerning the feedback of the research, bounded copy of the findings of the full research report will be given to your Bureau.

With Best Regards,

APPENDIX 4: PERMISSION LETTER FROM THE OROMIA NATIONAL REGIONAL STATE EDUCATION BUREAU TO TOWN EDUCATION OFFICES


 The Council of Oromia
 Education Bureau

Date 23/11/2020
 REF.No 000/4.26/3167/01/35

To Sebeta Town Administration Education Office
 Sebeta
 To Burayu Town Administration Education Office
 Burayu
 To Legaxafo-legadadhi Town Administration Education Office
 Legaxafo-legadadhi

Subject: Granting permission for data collection

Mr Wakweya Gudeta Moreda, a doctoral student at the University of South Africa(UNISA)at the department of Educational leadership and Management,-has requested us to conduct research on "THE IMPLEMENTATION OF THE IMPROVEMENT PROGRAMME IN PUBLIC PRIMARY SCHOOLS OF OROMIA TOWNS SURROUNDING FINFINE, ETHIOPIA", The purpose of the study is "to examine and describe the implementation of the school improvement programme in public primary schools of Oromia Regional State towns surrounding Finfine ",to fulfill the requirement of the PhD in Educational management.

Therefore, Oromia National Regional state Education Bureau request your kind cooperation to allow him to conduct interview with school improvement process owners at your office level, sample Clusters Resource Center supervisor, sample schools' principals, PTA chairpersons and conducting Focus group discussion with teachers, Conduct Observation of school facilities and review relevant documents.

With Best Regards

 Girma Bayessa Dinssa
 Deputy Head Of Oromia
 Education Bureau

CC
 To Mr Wakweya Gudeta Moreda



APPENDIX 5: REQUEST FOR PERMISSION TO CONDUCT RESEARCH FROM TOWN EDUCATION OFFICES

To sebeta Town Administration Education Office

To Burayu Town Administration Education Office

To Legatafo-Legadadhi Town Administration Education Office

I, Wakweya Gudeta Moreda, am doing research under the supervision of Tshilidzi, Netshitangani a professor in the department of Educational leadership and management, towards PhD at the University of South Africa entitled “THE IMPLEMENTATION OF THE IMPROVEMENT PROGRAMME IN PUBLIC PRIMARY SCHOOLS OF OROMIA TOWNS SURROUNDING FINFINE, ETHIOPIA”. The aim of the study is “to examine and describe the implementation of the school improvement programme in public primary schools of Oromia Regional State Towns Surrounding Finfine”.

Here, I am seeking kindly your permission to collect data from Team Leaders of school improvement at town education office level, and also, I kindly request you to write a letter which grants permission to conduct research to sample primary schools to collect data, from cluster resource center supervisors, schools principals, teachers, and PTA chair Persons by using interviews and focus group discussion and to observe school compound facilities and use relevant documents.

The study will entail collection of qualitative data through face-to-face interview, focus group discussion, non- participant observation and document review to enrich the findings of the research. The names of participants will not be mentioned anywhere in the research report and the data collected will be confidential. Participants will be asked to sign consent forms for participation which will be on voluntary basis. The participant can also withdraw from participation at any time if they want.

The study benefits the policy makers to identify the problems of policy gap on the implementation of the school improvement and device mechanisms to solve these problems. It may also use as a stepping stone for other researchers who are interested to conduct further study on the implementation of school improvement and will give the practitioners the necessary information on how school improvement programme is implemented and close the gap to provide the quality education.

The research has no potential risks on the respondents and the Town Education Office ana Schools. Concerning the feedback of the research, bounded copy of the findings of the full research report will be given to your Town education Offices.

With Best Regards,

APPENDIX 6: PERMISSION LETTER FROM TOWN EDUCATION OFFICES TO CRCS





17/03/2013


To Date 17/03/2013 W/B/2893/35/13
 Legatafolegadadhi _____ Cluster Resource Centre.


Subject: Granting permission for data collection.

Oromia National Regional State Education Bureau has requested us to grant Mr Wakweya Gudeta Moreda, a doctoral student at the University of South Africa (UNISA) at the department of Educational leadership and Management, to conduct research on "THE IMPLEMENTATION OF THE IMPROVEMENT PROGRAMME IN PUBLIC PRIMARY SCHOOLS OF OROMIA TOWNS SURROUNDING FINFINE, ETHIOPIA" the aim of the study is "to examine and describe the implementation of the school improvement programme in public primary schools of Oromia National Regional State towns surrounding Finfine". to fulfill the requirement of the PhD in Educational management.

Therefore, Legatafolegadadhi Town Administration Education office requests your kind cooperation to allow him to conduct interview with, sample Cluster Resource Center supervisor, and review relevant documents.

With Best Regards


 CC
 Mr. Wakweya Gudeta Moreda



Bi biroo Barnoota Oromiyaatti
Wadajjira Barnootaa Bulchiinsaa
Magaalaa Sabbatuu
ደቡብ ትምህርት ቤቅ ኮሌጅ
ድህረ ገጽ ፩/፳፭

Date 23/03/2012
REF.No. WB/oms/952/155

To Dima Cluster Resource Centre.

Sebeta

Subject: Granting permission for data collection.

Oromia National Regional State Education Bureau has requested us to grant Mr Wakweya Gudeta Moreda, a doctoral student at the University of South Africa (UNISA) at the department of Educational leadership and Management, to conduct research on "THE IMPLEMENTATION OF THE IMPROVEMENT PROGRAMME IN PUBLIC PRIMARY SCHOOLS OF OROMIA TOWNS SURROUNDING FINFINE, ETHIOPIA". The aim of the study is "to examine and describe the implementation of the school improvement programme in public primary schools of Oromia National Regional State towns surrounding Finfine" to fulfill the requirement of the PhD in Educational management.

Therefore, Sebeta Town Administration Education office requests your kind cooperation to allow him to conduct interview with, sample Cluster Resource Center supervisor, and review relevant documents.

With Best Regards

Alamuu Michaa Bulloo
ሰ/ሥ ለ.፳.፯ ደ.፳.፯
ሀ.፳.፱/ድህረ ገጽ ፩/፳፭

CC
To Mr Wakweya Gudeta Moreda



APPENDIX 7: REQUEST FOR PERMISSION TO CONDUCT RESEARCH FROM CLUSTER RESOURCE CENTERS

To: _____ Cluster Resource Center

Dear sir/Madam

I, Wakweya Gudeta Moreda, am doing research under the supervision of Tshilidzi, Netshitangani a professor in the department of Educational leadership and management towards PhD at the University of South Africa entitled “THE IMPLEMENTATION OF THE IMPROVEMENT PROGRAMME IN PUBLIC PRIMARY SCHOOLS OF OROMIA TOWNS SURROUNDING FINFINE, ETHIOPIA”. The aim of the study is “to examine and describe the implementation of the school improvement programme in public primary schools of Oromia Regional State towns surrounding Finfine”.

Here, I am seeking kindly your permission to collect data from Cluster Resource Center using interviews and use relevant documents.

The study will entail collection of qualitative data through face- to- face interview, focus group discussion, non- participant observation and document review to enrich the findings of the research. The names of participants will not be mentioned anywhere in the research report and the data collected will be confidential. Participants will be asked to sign consent forms for participation which will be on voluntary basis. The participant can also withdraw from participation at any time if they want.

The study benefits the policy makers to identify the problems of policy gap on the implementation of the school improvement and device mechanisms to solve these problems. It may also use as a stepping stone for other researchers who are interested to conduct further study on the implementation of school improvement and will give the practitioners the necessary information on how school improvement programme is implemented and close the gap to provide the quality education.

The research has no potential risks on the respondents and the cluster resource center. Concerning the feedback of the research, bounded copy of the findings of the full research report will be given to your cluster resource center.

With Best Regards,

APPENDIX 8: REQUEST FOR PERMISSION TO CONDUCT RESEARCH FROM PRINCIPALS OF SCHOOLS

To: _____ school

I, Wakweya Gudeta Moreda, am doing research under supervision of Tshilidzi Netshitangani a professor in the department of Educational leadership and management towards PhD at the University of South Africa entitled “THE IMPLEMENTATION OF THE IMPROVEMENT PROGRAMME IN PUBLIC PRIMARY SCHOOLS OF OROMIA TOWNS SURROUNDING FINFINE, ETHIOPIA”. The aim of the study is “to examine and describe the implementation of the school improvement programme in public primary schools of Oromia Regional State towns surrounding Finfine”.

Here, I am seeking kindly your permission to collect data from Schools principal, teachers, and PTA chair Persons by using interviews and focus group discussion and to observe school compound facilities and use relevant documents.


The study will entail collection of qualitative data through face- to- face interview, focus group discussion, non- participant observation and document review to enrich the findings of the research. The names of participants will not be mentioned anywhere in the research report and the data collected will be confidential. Participants will be asked to sign consent forms for participation which will be on voluntary basis. The participant can also withdraw from participation at any time if they want.

The study benefits the policy makers to identify the problems of policy gap on the implementation of the school improvement and device mechanisms to solve these problems. It may also use as a stepping stone for other researchers who are interested to conduct further study on the implementation of school improvement and will give the practitioners the necessary information on how school improvement programme is implemented and close the gap to provide the quality education.

The research has no potential risks on the respondents and the school. Concerning the feedback of the research, bounded copy of the findings of the full research report will be given to your school.

With Best Regards,

APPENDIX 9 PERMISSION LETTER FROM TOWN EDUCATION OFFICES TO SCHOOLS


 Bulefana Minisiteraa Biyyootolee
 Bureau of Education Oromia Regional State
 Bulefana Minisiteraa Biyyootolee
 Bureau of Education Oromia Regional State
 ቢሮ ን ስልጠና ስልጠና ስልጠና
 ቢሮ ን ስልጠና ስልጠና ስልጠና

Date 16-03-2013

REF.No. 101Bar/471/90

To _____ Primary school.

To Abdi Nono Primary school.


Burayu

Subject: Granting permission for data collection

Oromia National Regional State Education Bureau has requested us to grant Mr Wakweya Gudeta Moreda, a doctoral student at the University of South Africa (UNISA) at the department of Educational leadership and Management, to conduct research on "THE IMPLEMENTATION OF THE IMPROVEMENT PROGRAMME IN PUBLIC PRIMARY SCHOOLS OF OROMIA TOWNS SURROUNDING FINFINE, ETHIOPIA". The aim of the study is "to examine and describe the implementation of the school improvement programme in public primary schools of Oromia Regional State towns surrounding Finfine" to fulfill the requirement of the PhD in Educational management.

Therefore, Burayu Town Administration Education Office requests your kind cooperation to allow him to conduct interview with sample schools principals, PTA chairperson and conducting Focus group discussion with teachers. Conduct Observation of school facilities and review relevant documents.

With Best Regards


 Tafarii Nigabatou Gabarewa
 ተፋሪ ንግባብ ገብረ
 IG/Waajibirana
 የትምህርት ሰራተኛ

CC

To Mr Wakweya Gudeta Moreda

Biroo Barnoota Oromiyaa
Wajjira Barnoota Sebbeta
Magaalaa Sebbeta
ደቡብ ትምህርት ቤቅ
ደቡብ ትምህርት ቤቅ

Date 23/03/2013
REF.No. WJRM/952/35

To Bege and Game Primary school.
To Htebela Cafe Primary school.

Sebeta

Subject: Granting permission for data collection.

Oromia National Regional State Education Bureau has requested us to grant Mr Wakweya Gudeta Moreda, a doctoral student at the University of South Africa(UNISA)at the department of Educational leadership and Management, to conduct research on "THE IMPLEMENTATION OF THE IMPROVEMENT PROGRAMME IN PUBLIC PRIMARY SCHOOLS OF OROMIA TOWNS SURROUNDING FINFINE, ETHIOPIA" the aim of the study is "to examine and describe the implementation of the school improvement programme in public primary schools of Oromia Regional State towns surrounding Finfine" to fulfill the requirement of the PhD in Educational management.

Therefore, Sebeta Town Administration Education Office requests your kind cooperation to allow him to conduct interview with sample schools principals, PTA chairperson and conducting Focus group discussion with teachers, Conduct Observation of school facilities and review relevant documents.

With Best Regards


Alamu Michsa Dultoo
M/ry A. P. P. A. V.
W/ry Wasilisa Barnoota
ደቡብ ትምህርት ቤቅ



CC
To Mr Wakweya Gudeta Moreda



Balchisaa Moomeraa Biyyootiisaa Date 16-03-2013
 Biyyoota Oromiyaa Waqoofa
 Biyyootaa Naannaa Magaalaa
 BAA'OLEE H.A.G.C.H.A.A.S. REF.No. 101/Baa/207/190
 የብሔራዊ የትምህርት ሚኒስቴር
 ሚኒስቴር ዳይሬክቶሬት

From Abdi Nanto Primary school.
 To Referece Conica Primary school.

Burayu

Subject: Granting permission for data collection

Oromia National Regional State Education Bureau has requested us to grant Mr Wakweya Gudeta Moredaa doctoral student at the University of South Africa(UNISA)at the department of Educational leadership and Management, to conduct researh on "THE IMPLEMENTATION OF THE IMPROVEMENT PROGRAMME IN PUBLIC PRIMARY SCHOOLS OF OROMIA TOWNS SURROUNDING FINFINE, ETHIOPIA"the aim of the study is "to examine and describe the implementation of the school improvement programme in public primary schools of Oromia Regional State towns surrounding Finfine".to fulfill the requirement of the PbD in Educational management.

Therefore, Burayu Town Administration Education Office requests your kind cooperation to allow him to conduct interview with sample schools principals, PTA chairperson and conducting Focus group discussion with teachers. Conduct Observation of school facilities and review relevant documents.

With Best Regards

CC

 Tafari Nigatu Gubroo
 ተፋሪ ነገሳታህ ጊብሮ
 T.G.Waslijraa
 To Mr Wakweya Gudeta Moredaa



APPENDIX 10: PARTICIPANT INFORMATION SHEET

Title of the research: THE IMPLEMENTATION OF THE IMPROVEMENT PROGRAMME IN PUBLIC PRIMARY SCHOOLS OF OROMIA TOWNS SURROUNDING FINFINE, ETHIOPIA

Dear prospective Participant,

My name is Wakweya Gudeta Moreda, and I am doing research under the supervision of Tshilidzi, Netshitangani a professor in the department of educational leadership and management to wards PhD at the University of South Africa entitled “THE IMPLEMENTATION OF THE IMPROVEMENT PROGRAMME IN PUBLIC PRIMARY SCHOOLS OF OROMIA TOWNS SURROUNDING FINFINE, ETHIOPIA”. The aim of the study is “to examine and describe the implementation of the school improvement programme in public primary schools of Oromia Regional State towns surrounding Finfine”.

The study benefits the policy makers to identify the problems of policy gap on the implementation of the school improvement and device mechanisms to solve these problems. It may also use as a stepping stone for other researchers who are interested to conduct further study on the implementation of school improvement and will give the practitioners the necessary information on how school improvement programme is implemented and close the gap to provide the quality education.

I have purposefully selected you as a prospective participant of the study because of your exposure and expertise to the implementation of the school improvement which is my research title. I obtained your contact detail from Oromia Education Deputy Bureau Head (for participant at Oromia National State Education Bureau level) from Town Education Office Head (for participant at Town Education Office and Cluster Resource Center), from School Principal (for participants at school level). The approximate total number of participants of this research is 67 from different sites. The interview is going to be conducted individually face- to- face with the researcher. The focus group discussion will be held in group with a member of seven at different sites.

Your role is participating in the semi-structured interview on the individual basis face- to- face with the researcher and/or participating in the focus group discussion together with a group approximately which composed of seven group members. The interview and focus group discussion will be tape recorded. The focus group discussion and interview will take approximately one hour. It will take place in the convenient place where we will agree up on and at a time of your preference.

The confidentiality and anonymity of your involvement will be kept. Your name will not be recorded anywhere and except the researcher your involvement is not known by anyone. In other words, your name will not be recorded and your answer will be given a code number or pseudonym.

Your participation in this study is voluntary and you will be asked to sign consent forms of participation. You can withdraw from participation at any time if you want and there are no anticipated risks to you as a participant in this study.

The tape-recorded information will be transferred to the personal computer of the researcher. After it transferred to the personal computer of the researcher, it will be deleted from the tape recorder and transcribed from the personal computer of the researcher. The transcribed hard copies of your answers will be stored by the researcher for a period of five years in a locked filing cabinet in the researcher's office for future research or academic purpose. The electronic information will be stored on a password protected computer. The information will be destroyed after five years in such a way that the transcribed hard copies will be burned with fire carefully and the electronic copies will be deleted from the hard drive of the computer through the use of a relevant software programme.

The study has received written approval from the research ethics review committee, of the College of Education Research Ethics, EDU RESEARCH ETHICS, UNISA. A copy of the approval letter can be obtained from the researcher if you wish.

If you would like to be informed of the final research findings, please contact Wakweya Gudeta Moreda on tele No.+251911784087or emailmoredagurmu2@gmail.com www.unisa.ac.za. The findings are accessible from September 2022.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Wakweya Gudeta Moreda on tele no.+251911784087or emailmoredagurmu2@gmail.com

Should you have concerns about the way in which the researcher has been conducted, you may contact Professor Tshilidzi, Netshitangani, email Netsht1@unisa.ac.za. Teleno.0124294261.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

APPENDIX 11: INTERVIEW GUIDE FOR OROMIA NATIONAL REGIONAL STATE SCHOOL IMPROVEMENT DIRECTORATE TEAM LEADER

1. What are the strategies you have designed to implement school improvement programme?
2. How do you communicate the strategies you have designed to implement school improvement programme
3. How do you assist Stakeholders to plan school Improvement programme?
4. How do you assist stake holders to implement school Improvement programme?
5. What type of leadership approach/s do you encourage to be used to implement school improvement?
6. How do you encourage teachers to participate in CPD to implement school improvement?
7. How do you encourage teachers in conducting action research for the good implementations of school improvement programme?
8. How do you encourage the implementation of curriculum at town education office and school level?
9. How do you support Towns Education Offices and schools to participate parents, community, NGOs to implement school improvement programme?
10. How do you support Towns Education Offices and schools to intervene the cross-cutting issues in supplementing the implementation of the school improvement?
11. How do you support the management and leadership concerning the implementation of school improvement?
12. How do you support Town Education Offices and schools to create conducive and orderly learning environment?
13. How do you support town education offices and schools to fulfill essential educational facilities?
14. How do you perceive the attitude of school community and other stakeholders towards the implementation of school improvement?
15. How do you evaluate the status of the overall school improvement programme?
16. What problem/s hinder the implementations of school improvement?
17. What solutions do you recommend for the problem/s which hinder/s the implementation of school improvement?

**APPENDIX 12: INTERVIEW GUIDE FOR OROMIA NATIONAL REGIONAL STATE
TOWNS SURROUNDING FINFINE EDUCATION OFFICES SCHOOL
IMPROVEMENT PROCESS OWNERS**

1. How do you get the awareness and how do you aware the schools about the implementation of the school improvement?
2. What strategies do you design to implement school improvement programme in your schools?
3. How do you assist the schools to plan school Improvement programme and follow its implementation?
4. How do you encourage teachers to participate in CPD to implement school improvement?
5. How do you encourage teachers in conducting action research for the good implementations of school improvement programme?
6. How do you encourage the implementation of curriculum at school level?
7. What leadership approach /es do you encourage your school to follow? why?
8. How do you encourage schools to work with parents and community for the good implementation of school improvement?
9. How do you support schools in implementing the curriculum?
10. How do you support schools in intervening the cross-cutting issues in supplementing the implementation of the school *improvement*?
11. How do you Support the schools to create conducive and orderly environment for the good implementation of school improvement?
12. How do you support School management and leadership to provide adequate and quality school facilities?
13. Do you encourage schools to participate students to discuss on their problem of learning and seek solutions?
14. How do you support schools to encourage the participation of parents, the community and NGOs for the contribution of school improvement?
15. What strategies do you use to support schools and parents in order to provide materials for their children earning?
16. How do you perceive the attitude of school community and their stakeholders towards the implementation of school improvement?
17. How do you evaluate the status of the overall school improvement programme in your primary schools?
18. What problems hinder the implementation of school improvement in your primary schools?
19. What solutions do you recommend for the problems that hinder the implementation of School improvement in your primary schools?

APPENDIX 13: INTERVIEW GUIDE FOR CLUSTER RESOURCE CENTER SUPERVISORS

1. How do you get the awareness and how do you aware the schools about the implementation of the school improvement?
2. What strategies do you design to support the implementation of school improvement programme in the primary schools you supervise?
3. How do you assist the schools you supervise to plan and implement school Improvement programme?
4. What type of leadership approaches/s do you encourage to be used in schools you supervise?
5. How do you encourage teachers to participate in CPD for good school improvement?
6. How do you assist teachers in conducting action research for the good implementation of school improvement programme?
7. How do you encourage the implementation of curriculum in school you supervise?
8. How do you encourage schools to work with parents and community for the good implementation of school improvement?
9. How do you support schools in intervening the cross-cutting issues in supplementing the implementation of the school improvement?
10. How do you support school leadership and management?
11. How do you support the schools to create conducive and orderly environment?
12. How do you support school management and leadership to provide adequate and quality school facilities?
13. Do you support schools you supervise to participate students in to discussion on their problem of learning and seek solutions; If yes how? If no why?
14. What mechanisms do you use to support schools to encourage parents to provide their children educational Material?
15. How do you perceive the attitude of school community and their stakeholders towards the Implementation of school improvement?
16. How do you evaluate the status of the overall school improvement programme in schools you supervise?
17. What problems hinder the implementations of school improvement in schools you supervise?
18. What solutions do you recommend for the problems that hinder the implementation of school improvement in schools you supervise?

APPENDIX 14: INTERVIEW GUIDE FOR SCHOOL PRINCIPALS

1. How do you get the awareness and how do you aware the school community about the school improvement?
2. As a principal of the school, what strategies do you use to develop your school improvement planning and how do you communicate to school community?
3. How do you follow the implementation of the planned activities assigned to each member of school community?
4. Which leadership approaches/s do you use in leading the school for improvement?
5. How do you encourage teachers of your schools to participate in teachers continuous professional development to update their knowledge and skill for good implementation of school improvement?
6. How do you support teachers of your school to conduct the action research?
7. How do you encourage teachers of your School to implement curriculum?
8. How do you maintain suitable and orderly environment in your school?
9. How do you manage extracurricular activities in your school to supplement school improvement?
10. How do you communicate parents of students to discuss about their children learning?
11. Does your school generate income to implement school improvement plan other than government budget?
12. How do you mobilise the community to provide resources to support the implementation of the School improvement plan?
13. How does your school communicate and encourage the community to participate in school activities?
14. How do you intervene cross-cutting issues in supplementing the implementation of the school improvement?
15. How do you perceive the attitude of your school community and their stakeholders towards the implementation of school improvement?
16. How do you evaluate the status of the overall school improvement programme of your school?
17. What problems hinder the implementations of school improvement in your school?
18. What solutions do you recommend for the problems that hinder the implementation of school improvement in your school?

APPENDIX 15: INTERVIEW GUIDE FOR PTA CHAIRPERSONS

1. Do you participate in school improvement planning of your school?
2. How often do the school PTA members conduct meeting?
3. Do you participate in decision making concerning school improvement issues?
4. How do you encourage parents of students in particular and community in general to contribute for good implementation of the school improvement programme?
5. How do you encourage your school to provide service to the community?
6. How do you help the school to raise fund from different sources for the good implementation of school improvement programme?
7. How do you manage conflict among different school community members?
8. How do you participate in managing the school?
9. How do you evaluate the participation of school community in school improvement?
10. How do you perceive the attitude of your school community and their stakeholders towards the implementation of school improvement?
11. How do you evaluate the status of the overall school improvement programme of your school?
12. What problems hinder the implementations of school improvement in your school?
13. What solutions do you recommend for the problems that hinder the implementation of school improvement in your school?

APPENDIX 16: FOCUS GROUP DISCUSSION GUIDE FOR TEACHERS

1. Do you participate in school improvement programme training?
2. How do you participate in the implementation of school improvement programme in your school?
3. What strategies does your school use in the implementation of school improvement?
4. How do you participate in teacher's Continuous professional development to update your knowledge and skill?
5. How do you conduct the action research in your school for the good implementations of school improvement programme.
6. How do you implement curriculum?
7. Do you participate in extra-curricular activities to supplement school improvement?
8. How do you maintain students' discipline in your classroom and out of the class room in the school compound?
9. How do you contact parents of your students?
10. What do you think the opinion of parents and the community around your school on the facilities of the school and management of the school?
11. How do you contribute in maintaining suitable and orderly learning environment?
12. How does your school management and leadership provide adequate and quality school facilities?
13. What leadership approach/es does your school follows?
14. How does your school mobilise its surrounding community to provide resources and support the implementation of the School improvement plan?
15. How does your school communicate and encourage parents and community to participate in school activities?
16. How does your school go about cross-cutting issues in supplementing the implementation of the school improvement?
17. How do you perceive the attitude of your school community and its stakeholders about the implementation of school improvement?
18. How do you evaluate the status of the overall school improvement programme of your school?
19. What are the problems that hinder the implementations of school improvement in your school?
20. What solutions do you recommend for the problems that hinder the implementation of school improvement in your school?

APPENDIX 17: OBSERVATION CHECKLIST

1. Physical Facilities

- 1.1 Presence of school fence
- 1.2 Materials it is made up of (bricks, stone, wooden metals, combination of these)
- 1.3 Its status (new, old, renovated or maintained, not renovated but at a good status)
- 1.4 Functional gate
- 1.5 Suitability of the gate for students and teachers with the disability.

2 Precense of playground of the school for different types of plays

- 2.1 appropriate materials for each type of play
- 2.2 Adequate materials for each type of play
- 2.2 Suitability of the playground for students with disability and /or presence of the playground for students with disability.

3.Precence of toilet for students

- 3.1 Separate for boys and girls
- 3.2 Availability of water and soap Infront of the toilet
- 3.3 Cleanness of the toilet
- 3.4 Suitability for students with disability

4 Presence of toilet for teachers

- 4.1 Separate for male and female teachers
- 4.2 Availability of water and soap Infront of the toilet
- 4.3 Cleanness of the toilet
- 4.4 Suitability for teachers with disability

5 Precense of school pedagogical center

- 5.1 Separate rooms for production and display of the instructional aids
- 5.2 Relevance of the instructional aids to primary school content and grade level.
- 5.3 Quality of materials they made of

6 Presence of school library

- 6.1 Adequate number of books in the library
- 6.2 Relevance of the available books to the primary school subjects' content
- 6.3 Separate reading rooms for early grade reading
- 6. 4 Adequate number of books in the library for students with disability

6.5 Suitability of the library for the students with disability

6.6 Adequacy of time service provided.

7 Classroom situations

7.1 ventilation of the class room

7.2 Light of the class room

7.3 functional windows

7.4 functional doors

7.5 availability of class room furniture (Seats, tables combined desks for students)

7.6the flexibility of seats and tables to form groups in the class room.

7.7 Suitability of the classroom for students with the disability

7.8 availability of class room furniture (Seats, tables combined desks for teachers)

7.9 Instructional aids displayed in the classroom.

7.10the size of the chalk board

7.11the quality of the chalk board

7.12 cleanness of the classroom

8 Overall condition of the school

8.1 Materials the school blocks made up of

8.2 adequacy of the rooms for the service they provide

8.3 General cleanness of the school

8.4 The suitability of the school compound to the students with the disability

8.5 Its safeness from rape, abduct, and other sexual harassment.

APPENDIX 18: DOCUMENTS ANALYSIS

1. Instructional aids usage record sheet.
2. school improvement planning documents.
4. School improvement guidelines.
5. Teachers lesson plan
6. Teachers CPD plan
7. Rosters of student Mark (Class room Examination and National regional examination).

APPENDIX 19: CONSENT TO PARTICIPATE IN THE STUDY FOR THE INTERVIEW

I _____ (participant name), confirm that Mr. Wakweya Gudeta Moreda, asking my consent to take part in this research, has told me about the nature, procedure, potential benefit and there are no known or anticipated risks to participate in this study.

He also gave me the information sheet and I have read it and he also explained it to me and I understood the study as explained in the information sheet. I have also 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 if I want to do so.

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 and otherwise specified.

I agree to the recording of audio tape recorder during face-to-face interview and/focus group discussion.

I have received a signed copy of the informed consent agreement.

Participant`s name & surname _____

Participant`s signature

Date

Researcher`s name and surname Wakweya Gudeta Moreda

Researcher`s signature

Date

APPENDIX 20: FOCUS GROUP CONSENT AND CONFIDENTIALTY AGREEMENT

I _____ (name of the participant) grant consent that the information I share during the focus group discussion may be used by Wakweya Gudeta Moreda for research purposes. I am aware that the group discussion will be digitally recorded and grant consent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant's name (please print): _____

Participant's signature: _____

Researcher's name: WAKWEYA GUDETA MOREDA

Researcher's signature: _____

Date: _____

APPENDIX 21: DECLARATION OF A PROFESSIONAL EDITOR

Rebieth Production and Entertainment

Editing Services

Helping you Brighten your Future

Tel: 064 031 1496

Email: ntumelang@gmail.com

20 January 2022

Declaration of a professional editor

THE IMPLEMENTATION OF THE IMPROVEMENT PROGRAMME

IN PUBLIC PRIMARY SCHOOLS OF OROMIA TOWNS SURROUNDING FINFINE, ETHIOPIA

WAKWEYA GUDETA MOREDA

By

WAKWEYA GUDETA MOREDA

I declare that I have edited and proofread this research. My involvement was restricted to language usage and spelling, completeness and consistency. I did no structural re-writing of the content.

I am qualified to have done such editing, having worked as a journalist and news producer for over 9 years. I have edited a lot of scripts over the years.

As the copy editor, I am not responsible for detecting or removing, passages in the document that closely resemble other texts and could thus be viewed as plagiarism. I am not accountable for any changes made to this document by the author or any other party after the date of this declaration.

Sincerely,

Editor: Kgalalelo Ntumelang.

Signature: 