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Qualitative Evaluation for School Improvement: An Option for School Leaders

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Abstract

Educational leaders need to be able to evaluate the effectiveness and impact of educational programs, policies, and instructional activities in their schools and school systems. The experiences and perspectives of stakeholders matter in an attempt to understand the state of affairs of teaching and learning situations, programs, policies and interventions, and other activities in the schools and educational systems. The review strongly situates qualitative research as an option in evaluation research, especially in the field education. Qualitative evaluation has the potential of leading to a consultative understanding and review of school programs and situations and provide authentic basis for interventions aimed at school improvement. School leaders, especially the principals/school heads and other personnel who are part of the school leadership need to understand qualitative evaluation research, its place in education and school administration, and how it can be utilized to support school improvement efforts.

Keywords: School Improvement, School Leaders, Qualitative Research, Evaluation, Qualitative Evaluation, Methods.

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Introduction

Schools and educational systems need to be able to gauge the direction of educational programs; policies and intervention and ascertain the success and challenges associated with them. School leaders should also be able to evaluate teaching and learning activities in the schools. That way, they can improve on educational programs in general and professional practices of teachers, in particular, to ensure better learning experiences for students in our schools. Qualitative research offers great opportunities concerning gathering from stakeholders and interpreting it to understand issues on programs, policies and interventions in terms of their suitability, success, impact, as well as how it can be improved. In addition to the use of quantitative data, school leadership needs to understand how to utilize the qualitative approach to evaluate educational policies, programs, and interventions. An attempt at synthesizing ideas on how qualitative evaluation procedures can be applied to issues of education, as a guide to school leaders is a step in the right direction.

This study is a review of the literature on qualitative evaluation and its application in school leadership as a tool for gathering an understanding of issues in education and also engendering school improvement. As indicated by Bowen, (2009), document analysis relates to reviewing or evaluating both printed and electronic documents, available in the public domain, which is connected with an issue or topic of consideration. The study involved an analysis of published articles and academic documents on qualitative evaluation research and its application in education in terms of the design and appropriate methods for data collection and analysis associated with it.

Evaluation as a Concept

Evaluation as a concept does not easily lend itself to a single definition since different authors conceptualize it differently. It is the activity of making a judgment on the merit of something, or as a research or measurement activity. It is also viewed as the examination of the extent to which objectives are met or sometimes seen as a purely professional judgment on an activity or program (Worthen, Sanders, & Fitzpatrick, 1997). As Patton (1990, p. 11) puts it, evaluation generally "includes any effort to increase human effectiveness through systematic data-based inquiry". Thus, it is a systematic way of collecting and analyzing data needed to make decisions on a program, institution (Muraskin 1993), policy, product and or action.

As human beings and institutions, we are engaged in all manner of programs and activities, at various levels including educating students, marketing products, and managing resources. An effort to find out whether people involved in these activities are being effective and are reaching their goals is considered as evaluation (Patton, 1990). Evaluation can be formative, which is, carried out during the program, to ensure continuous improvement in the existing program. It can also be summative, which is carried out at the end of a program, to assess program effectiveness (Patton, 1990). Each of these types has its unique characteristics.

Evaluation as a Research

Evaluation can be seen, and utilized, as a type of research or investigative process. Evaluation research refers to an effort to examine program effectiveness or value, done systematically, through rigorous data and analysis (Merriam, 2009; Patton, 1990). This view of evaluation research agrees with Simonson's (1997, p. 88) description of evaluation as "the systematic investigation of the worth and merit of an object". Evaluation research is mainly concerned with an investigation into the processes and outcomes of programs, products, personnel, and institutions (Patton, 2009). According to Muraskin (1993), evaluation can also be classified into process, outcome, and impact evaluation. Process evaluation examines and

describes program resources and implementation of activities, while outcome evaluation examines program achievements and its immediate effects on participants. However, impact evaluation examines the longer-term effects of a program, activity or policy.

Evaluation as research can also be qualitative or qualitative, with each having different purposes and methods (Anastas, 2004). There are different purposes for different evaluation research. Summative evaluation (research) focuses on examination of program, policies and products, and the making of generalizations on their effectiveness or worth. This type of research uses large samples and does not solely rely on qualitative data. Formative evaluation (research) does not aim at generalization. Rather, it focuses on helping to improve the effectiveness of an existing program, policy, or staff. This type of research normally relies on qualitative data (Patton**,** 1990). However, Simonson (1997) demonstrates the suitability of the application of qualitative methods for both summative and formative evaluation.

School Leadership and Evaluation for School Improvement

The school principal or headteacher (elementary schools) or headmasters (high schools) is the main leader of the school, who provides "executive direction and guidance for school improvement programs, as it is the principal who is ultimately responsible for guiding and managing teaching quality and the resourcing of professional development for such programs" (Yeigh, Lynch, Turner, Provost, Smith & Willis, 2019, p. 438). However, the school leadership is more than the headteacher, headmaster or principal. It includes other persons like the deputy principal/ assistant headteacher, heads of subject departments (high schools) and curriculum coordinators (primary schools) who are part of the executive/leadership staff of the school. Together with the principal or head, they are responsible for providing leadership and direction in relation to the school's educational outcomes (Yeigh, Lynch, Turner, Provost, Smith & Willis, 2019). The external structures of school leadership may also include personal of the district and regional directorates of education and personnel at the national headquarters of a public agency responsible for education. Effective school leaders perform five key functions, which includes shaping a vision of academic success for all students, creating a climate hospitable to education, cultivating leadership in others, improving instruction, and managing people, data and processes to foster school improvement (Edition, 2013). Implicit in a school leader's functions, especially the last two functions is the evaluation of teaching and learning and other school processes, functions and programs for the purpose of school improvement.

Qualitative Evaluation Research: Purpose and Procedure

As a type of qualitative approach to research, qualitative evaluation research can be referred to as the "application of qualitative research methods to questions of practice and program evaluation" (Anastas, 2004, p. 58). Qualitative research methods are applied in evaluation studies because qualitative research constitutes a very useful tool for both program planning and evaluation when the focus is on understanding the views of individuals or groups regarding a program, policy, or product (Kaplan, & Maxwell, 2005). Simonson (1997) indicated the usefulness and practicality of using qualitative methods in evaluation. He indicated how qualitative tools apply to many aspects/purposes of evaluation, including evaluation for accountability, effectiveness, impact, organizational context, as well as unanticipated consequences.

Five major reasons for applying qualitative research techniques in evaluation studies according to Kaplan and Maxwell, (2005) are:

- understanding how a system's users perceive and evaluate that system and what meanings the system has for them

- understanding the influence of social and organizational context on systems use

- investigating causal processes

- increasing the utilization of evaluation results

- increasing the utilization of evaluation results

Ultimately, evaluation research focuses on gathering and analyzing data to inform action, enhance decision making efforts, and applying knowledge to solve problems (Patton, 1990), to bring about improvement and efficiency.

As far as how to design and conduct a qualitative evaluation study is concerned, Kaplan and Maxwell (2005) came out with an outline to guide how to conduct evaluation, using qualitative research methods. The outline includes the following important steps and guidelines: getting started, research questions and evaluation goals, the role of theory, gaining entry, qualitative research design, data collection (observation, open-ended questions, and survey questions, documents, and tests) and data analysis (coding, analytical memos, displays, and contextual and narrative analysis).

Application of Evaluation Research in Education

The importance of evaluation of an educational process in schools and communities cannot be over-emphasized. Evaluation research is part of school curriculum review, reforms, and development since it helps in making decisions concerning what teachers should teach and what students learn in the schools. The focus of evaluation aims at guiding continuous improvement efforts in order to ensure program effectiveness and examining the impact of the program, as well. Qualitative methods are suitable for this kind of evaluation (Simonson, 1997) since "evaluators using qualitative methods strive to understand a phenomenon or program as a whole" (Patton, 1990, p. 49). Existing educational programs require a periodic examination to assess its areas of weakness and strength, to ensure the needed changes. An evaluation study on English-Language teaching by Agrawal (2004) shows that the evaluation of teaching and learning situations can lead to curricular changes, which helps to improve the quality of teaching and learning in the schools. Kaplan & Maxwell (2005) indicate that qualitative research methods are useful in evaluating educational programs, policies, and intervention. They used a qualitative approach to design and conduct a study that evaluated Computer Information Systems in some schools, as an example of the use of qualitative tools in evaluation research in schools and other educational establishments. Simonson (1997) also demonstrated the applicability of qualitative evaluation to a study on distance education programs.

Phenomenology, a subtype of qualitative approach, has been applied in evaluation studies. Bao (1999) did a phenomenological case study on the then-new phenomenon of teaching with laptop computers in schools, from a trainer's perspective. This study explored elements in teaching with laptops and also tried to understand the process of teaching with laptops. Marlow and McLain (2011) also used a phenomenological approach to assess the impacts of experiential learning situation on teachers' classroom practice. This study obtained data from varied sources, including personal narratives of teachers' in the form of digital stories and video documentaries, journals of their experiences, pre and post-experience interviews, classroom observations and student interviews.

Fer (2004) also used a phenomenological approach with a focus group to evaluate emotional intelligence in an in-service program, organized for secondary school teachers. Using phenomenology research, Alazzi (2012) examined the social studies curriculum, through perceptions of teachers and supervisors and gathered data via interviews. Colbert,

Brown, Choi, and Thomas, (2008) also evaluated the impacts of teacher-driven professional development model on teachers' pedagogy and students' learning. The study utilized both surveys and interviews. Application of qualitative research in the evaluation study of teaching and learning situations involves some elements, steps, and processes, which education practitioners, students, and researchers need to understand and appreciate.

Research Topic/Issue

There are different ideas on how to begin an evaluation process since there are many authors with somewhat varied, but mutually in-exclusive ideas on how to proceed with an evaluation endeavor. As with all other research efforts, it is suggested that one of the first things to consider in the design and implementation of evaluation research is the research topic. The research topic is based on an identified issue that needs attention and consideration unless the researcher is going to work on a project that is already conceptualized by a different person (Glesne 2011) or an institution.

However, ideas differ and qualitative research accepts multiple perspectives. Other authors posit that the first step in the evaluation practice is identification and engagement with stakeholders, the audience and consumers of the evaluation and its outcome. They believe it is important to begin an evaluation process by both identifying and consciously engaging: those in charge with the running of the program, those who would be affected by the program, as well as, intended primary users of the program. Since every program involves the contribution of stakeholders, it is recommended that there is a need to consider diverse perspectives and values that partners bring onboard. (Milstein, & Wetterhall, 2000; Lynch, 1996; Muraskin, 1993).

Taking all these ideas together, it is important to have a research topic, situation or issues you want to examine considered first. This can relate to the program, institution, policy, or personnel. However, it must be understood that it is possible for an outsider with the needed expertise to the contracted as the researcher. For instance, an education district can contact someone to help them evaluate a teaching/learning phenomenon, which is an issue of importance to them. The researcher is supposed to design a general plan for evaluation and help with its implementation. If the researcher is an outsider, then the reasons for the study may have been determined and articulated by the school authorities in the district.

There are many reasons for the evaluation. Evaluations help to ensure accountability, determine whether programs "make a difference," and give staff the information they need to improve service delivery. They may want to determine program effectiveness for its participants or check whether program objectives are being met. It also possible they want to obtain and provide information about a me or intervention which is germane to staff and parents, or they want the information to facilitate needed changes to ensure improvement in the program concerning teaching/learning in the classroom (Muraskin, 1993).

Research Design for Evaluation Studies

An important requirement in evaluation research is the consideration of study design (Leshem &Trafford, 2007). That is, the researcher needs to design an evaluation plan or strategy, with a step-by-step procedure of how to collect and analyze data, in respect of the research purpose. According to Kaplan and Maxwell (2005), an evaluation plan should "be formative as well as summative" (p. 47). The design should also consider the kind of data that will be collected and how that will be relevant to the research questions. It should consider the methodology to be used and methods of data collection and analysis. It should also consider the theoretical framework underpinning the study design (Muraskin, 1993). Qualitative

evaluation is conceived with an understanding that qualitative research is flexible, inductive, naturalistic, context-specific (Kaplan &Maxwell, 2005; Patton, 1990).

Using Phenomenology for evaluation design, for instance, can integrate ideas from many and varied sources within the field of qualitative research, including ideas of phenomenological research design and qualitative evaluation research. It anticipates that ideas from these diverse, but mutually in-exclusive, sources will not only enrich the proposed design but will make it unique, and if possible transferable. It also anticipates that the outcome of the study will foster a collective understanding of the phenomenon in the schools and how best it can be improved to enhance teaching/learning in the classrooms.

There are many ideas or models about how to design and conduct evaluation. Lynch (1996, p. 4) provided a seven steps framework for conducting program evaluation called the context-adaptive model, comprising: Audience and goals, context inventory, preliminary thematic framework, data collection design/system, data collection, data analysis, and evaluation report. Milstein and Wetterhall (2000, p. 222) also came up with a six steps framework for program evaluation, including engaging stakeholders, describe the program, focus the evaluation design, gather credible evidence, justify conclusions, and ensure the use and share lessons learned. The following is going to be a demonstration design for evaluating a teaching/learning situation, using qualitative methods. It includes the appropriate integrated steps, explanations, and its intended application.

Description of the Program and Context

The next step in the evaluation process should be context inventory or program description, which refers to a detail description of the relevant features of the program and its context. Since the evaluation is about a program, policy or intervention, that needs to describe and put in context. Some of the issues that need to be addressed may include for example how students are selected into the program, characteristics of students and staff in the program, size and intensity of the program, program purpose and socio-political environment within which the program functions (Lynch, 1996). Milstein, & Wetterhall (2000, p. 222) for instance indicated the importance of describing the program, in terms of its "need, expectations, activities, resources, stage, context logic model" Description constitutes complete picture/ assessment of the program and puts the study in context (Milstein, & Wetterhall, 2000).

Stakeholders and Access

After settling with the issue to be examined and describing the program and its context, there will be a need to identify and engage evaluation stakeholders. That is those requesting the evaluation and those who will be affected by it. The scope of stakeholders/audience will need to be broadened to enlist all individuals and groups with potential interest in the design, conduct, and outcome of the evaluation. This audience can include program staff/directors, students, representatives of program's funding agencies, teachers, curriculum development coordinators, parents, school board, and other potential beneficiaries (Lynch, 1996; Greene, 1994; Muraskin, 1993).

In connection with the identification of the audience, the researcher needs to consider how to get access to the setting and getting permission to do the research (Kaplan & Maxwell, 2005). The researcher would need to engage and share with them regarding the mission and vision of the project so that together they can agree on the focus of the study. This engagement will help establish rapport with the stakeholders. It will also allow them to be assured of the researcher's credibility and how the human rights of participants and their

affiliated organizations will be protected (Milstein & Wetterhall, 2000) since those things are important in qualitative research.

Purpose Statement

After identification and engagement with the evaluation audience, and having clarified the issue to focus on, the next step should be a clear statement of purpose for the study (Lynch, 1996). The purpose statement is a statement that reveals the overarching focus of the intended study being design, which is connected to the research topic and problem under study (Creswell, 2012). It also refers to the practical as wells intellectual goals guiding the study (Glesne, 2011). Apart from serving as justification for the study, the research purpose statement also helps in identifying the research approach that would be germane to the study. The purpose of a phenomenological evaluative study of teaching and learning, for instance, could be to (a) explore the perspectives and experiences of stakeholders regarding teaching/learning phenomena (b) to understand teaching and learning processes in the classrooms.

Research Questions

In addition to the purpose statement, there is a need for evaluators to state their research questions, since a "qualitative evaluation must be guided by a clearly stated question" (Anastas, 2004, p. 59). Because research questions narrow down the purpose statement to what the study specifically plans to achieve (Glesne, 2011), researchers need to agree on a limited number of questions (Muraskin, 1993). According to Kaplan and Maxwell (2005), qualitative evaluation research questions usually begin with what," "how," and "why" since the focus is not to test a particular hypothesis. They also indicate that qualitative evaluation researchers normally use research questions like: "What is happening here?" "What do the people involved think is happening?" (p. 35).

Since qualitative research are also "best at contributing to a greater understanding of perceptions, attitudes, and processes" (Glesne, 2011, p. 39), these research questions can guide a phenomenological evaluation study: What are the perceptions of the stakeholders regarding the phenomenon of teaching and learning in Koforidua Public School District? What is the nature of teaching/learning in the classrooms? These questions are important since qualitative evaluation researchers pay particular attention to service delivery, context and also favor the emergence of divergent perspectives (Anastas, 2004) of individuals.

Conceptual/Thematic Framework

A teaching/learning process or program may have many and varied parts but it's not every part needs attention in evaluation at a particular time. Evaluation researchers need to have a thematic framework, showing important aspects of the program that require investigation. The important themes of the program begging for attention can be obtained through research purpose statement, program description, contexts, and conversation with the audience. The provision of a thematic framework can guide the researcher in terms of data collection and analysis (Lynch, 1996) of the study.

For an evaluation study on a teacher education or educational leadership program, for instance, many areas can be considered. Based on Muraskin's (1993) process, outcome, impact approach to evaluation, these areas of the education program can be considered:(1) process, including the learning experiences and tasks in the program for students; (2) outcome, comprising evaluation of program goals, immediate impact on program on students' teaching or school leadership preparedness, and their classroom teaching or school leadership situation;(3) impact, that is the overall impact of the program.

Additionally, an evaluation study needs to embody a conceptual framework (Leshem &Trafford 2007). The conceptual framework highlights different aspects of an issue under consideration or research, thereby helping to understand a given situation. It thus represents how studies are conceptualized. The conceptual framework in research guides the study design, interpretation of results or help in challenging existing theories about a phenomenon (Bordage, 2009). For instance, reference to prior studies can be useful in suggesting methods appropriate for a study (Anastas, 2004). Applying qualitative research methodology to design evaluation of a school's teaching/learning situation would require the evaluator to put things into perspective, by exploring certain concepts, models and previous studies that relate to the design.

Theoretical Framework

Researchers need to make clear their philosophical assumptions they bring to bear on the design and implementation of both basic research and evaluation studies (Patton, 1990) since it is their theoretical perspectives that inform and justifies their selection of methodology, which in turn influences methods for a study (Crotty, 2012; Kaplan & Maxwell, 2005). A paradigm constitutes or a worldview or philosophical perspective of the real world. It portrays our theoretical and epistemological assumptions concerning the nature of reality (Patton, 1990) and it is this philosophical lens that both informs and justifies a chosen methodology for a study (Crotty, 2012). Explanation of the theoretical framework for this qualitative evaluation would also guide individuals who would like to evaluate the plan in another teaching/learning context.

Qualitative evaluation research aligns very well with the theoretical assumptions embodied in constructionism (Greene, 1994) and phenomenology (Patton, 1990). Therefore, constructionism and phenomenology can constitute the philosophical foundation of a qualitative evaluation. Constructionism falls under interpretivism philosophy, which encompasses different approaches, concerned primarily with the understanding and experiences of human beings (Williamson, 2006) but they are sometimes used interchangeably. This paradigm which influences the choice of methodology embodies assumptions that are brought to bear on methodology (Tuli, 2010) and its appropriate methods for the study.

The constructionist paradigm rejects the positivist idea of objective reality, which supposedly exists outside of human consciousness. The constructionist paradigm asserts that meaningful reality is socially constructed through human-human interaction and engagement with objects in the world, and how they interpret it. Therefore, meaning does not just exist in objects to be identified and cannot be seen as objective in nature (Crotty, 2012).

What it means is that this paradigm does not reject realism, neither does it supports claims that meaning is discovered or created, rather than being constructed. It assumes relativism about reality, believing that humans construct reality and understanding through engagement and bringing consciousness brought to bear on objects. This construction of reality also happens in a social milieu. The process of construction of reality results in the existence of multiple realities, contextual (Greene, 1994, Guba & Lincoln, 1994). Therefore, there are no true realities.

This paradigm also rejects the positivist epistemological stance of dualism (Cartesian dualism), which presupposes that the researcher and the object are independent entities and that it is possible to study an object without influencing it and vice versa (Guba & Lincoln, 1994). Rather, this paradigm assumes the social construction of meaning and that the relationship between the knower and known or to be known is interactive and inseparable. Each contributes to the meaning-making process since meaningful reality is constructed

through human engagement with objects in the world. It also accepts multiple perspectives. (Greene, 1994; Crotty, 2012; Yilmaz, 2013). This shows how human consciousness and interaction are the basis for the construction of meaning.

Methods

Another important step evaluation plan is to consider how to gather credible information for the study since credible data ensure credible evaluation. This section should indicate the kind of information appropriate for the study, sources and selection procedure (Milstein, & Wetterhall, 2000). Therefore, this section details techniques or procedures that would be employed to collect and analyze data for this phenomenological inquiry. This section is also to guide anyone who would like to follow the steps in this design to evaluate the teaching/learning situation in another context.

Methods are techniques for data collection and analysis. This can include a detailed description of decisions regarding site/location of study; participant selection procedure/access; data collection techniques; and data analysis procedure adopted; evaluation reporting; researcher reflexivity; and validity techniques. The methods should be appropriate for the purpose of the study considering the research questions and the design methodology.

Site/Location. It is important for evaluation researchers to describe the site/location of their study. Important questions that need attention here are: (a) what is the focus of the study? (b) what institutions will be affected by the study? and (c) where are these institutions located? For evaluation study in education, the program, project or intervention which is the focus of the study is described. The host school or schools and their town locations which will be part of the study need to be mentioned. It is important to describe the host schools and communities in a way that would make them anonymous.

Participant Selection. Since the basic purpose of sampling is to represent the phenomenon being explored, the issue of representativeness is a major concern to the sampling procedure. But the idea of representativeness, among others, can be conceptualized as the extent the findings richly and deeply reflect the actual situation of the individuals being studied (Patterson & William, 2002). There is always an awareness of the people who will be able to participate in the study considering the phenomenon.

The participant selection procedure normally adopted for phenomenological studies, for instance, is: Do you possess the experience relevant to this study? (Englander, 2012). This selection process requires a purposive sampling and snowballing approach. Among others, purposive sampling strategy includes judgmental sampling where the theoretical or conceptual basis of the study points the researcher to select specific participants, and snowball, network, or chain sampling, where gatekeepers are relied on to in order to connect others for participation (Russell & Gregory, 2003). A specific group of individuals, stakeholders of the educational program or institution, are needed to satisfy the needs of qualitative evaluation research. In connection with the sampling procedure is the issue of the total number of the sample (sample size) to be selected. Patterson & William (2002) believe that a smaller sample allows the employment of data collection approaches that lead to an in-depth understanding of the phenomenon under study.

Data Collection Method and Analysis. An important step in evaluation design is how to gather credible evidence (Milstein, & Wetterhall, 2000). In-depth interview, narratives, personal diaries, participant observation, and document review constitutes data collection in phenomenological (Flood, 2010) and qualitative evaluation research (Greene, 1994). Some of the data collection procedures that can be used for qualitative evaluation study include observation, in-depth interviews, focus groups, and document reviews. The researcher needs

to state why a particular technique is adopted and describe how it will be used to gather data. How the data obtained will be handled also needs to be described.

Data collected on a phenomenon cannot speak for themselves (Milstein, & Wetterhall, 2000); but the meaning is constructed through careful and systematic analysis. There are many methods of data analysis that can be applied in this evaluation study. Methods of qualitative evaluation data analysis, used by Kaplan and Maxwell (2005), which includes the use of coding, analytical memos, displays, as well as contextual and narrative analysis, is very applicable, to this study.

Evaluation Reporting. Evaluation study of teaching/learning does not end at the analysis of data. Rather, the researcher would need to share the outcome of the study with appropriate stakeholders so that the results can be used. Evaluation reporting is considered very important and strategic since evaluations are usually done for the purpose of improving the effectiveness of a program, intervention, policy, product, personnel, or bring about change (Milstein & Wetterhall, 2000).

It is important to determine how to report the results. It can be a detailed writing report or oral presentation of summarized results (Muraskin, 1993). It will be important to show a measure of sensitivity to the audience and purpose of the evaluation while writing an evaluation report (Lynch, 1996). It is therefore important to review a draft report with program staff to get different perspectives on the meaning of data and also confer with important actors like program directors, before formalizing the report writing (Muraskin, 1993). It is also possible to develop multiple reports depending on different groups of audiences and sensitivity of evaluative results for each category of the audience (Lynch, 1996) in the study.

Conclusion

School improvement activities of school leaders need to be based on research. School leaders. School leaders should be able to evaluate effectiveness of teaching and learning, educational programs, policies and interventions in their schools. They also need to gather information that will enable them understand issues with the processes and activities in their schools. Qualitative evaluation research constitutes a useful tool to school leaders for school improvement. It has the potential to support understanding of what is happening concerning teaching and learning, programs, policies, intervention, as well as processes and activities of the school. However, school heads, principals and others in school leadership need understanding of how to use qualitative evaluation in their schools and education system. The paper attempts to support school improvement drive of school leaders by offering a guide on how they can utilize qualitative research tools to understand what is going on in their schools concerning teaching and learning, programs, policies, activities, personnel and other things in the school.

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