

## **SCHOOL SELF-EVALUATION AS CORRELATE OF TEACHERS' QUALITY IN SECONDARY SCHOOLS IN EKITI STATE, NIGERIA**

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### **Abstract**

This study investigated school self-evaluation as correlate of teachers' quality in secondary schools in Ekiti State. It aimed at investigating how school self-evaluation impacted on teachers' quality. Correlational research design of survey type was adopted for this study. The population was all teachers of in all 204 senior secondary schools in Ekiti State and sample for the study was 408 teachers sampled from six out of sixteen Local Government Areas (LGAs) in the state. Multistage sampling procedure was adopted to select the sample. The instruments for the study were School Self-Evaluation Questionnaire (SSQ) and Teachers' Quality Questionnaire (TQQ). Reliability coefficients for the instruments were 0.73 and 0.79 were obtained respectively. All two research hypotheses formulated were tested using Pearson's Product Moment Correlation at 0.05 level of significance. The findings of the study revealed that school self-evaluation teachers positively correlated with the teachers' attitude towards works in secondary schools. It also found that school self-evaluation determined teachers' instruction delivery in classrooms. The study recommended that government should encourage secondary schools to carry out school self-evaluation in place of external evaluation that is not friendly to the school and teachers' quality. Also, secondary school administrators such as Principals, Vice-Principals and Heads of Departments should be trained by all concerned authorities on how to carry out school self-evaluation.

**Keywords:** School Self-Evaluation, Teachers' Quality, Instruction Delivery, School Administrators

### **Introduction**

Education is the training and instruction designed to pass knowledge to children in schools. Education serves as the instrument through which future of a nation and people can be determined. Education is considered as an important instrument for social, economic, political, security and technological growth and development which if interacted with all other essential elements could lead to national well-being (Dagbo,

2014). This suggests that the role of education in national development is of great importance. Secondary school as the second level of education in Nigeria is designed to prepare students that will be useful to themselves and the country at large. Secondary school is very essential as the bedrock on which higher education is built and as the foundation of whatever an individual child wants to become in future (Ofeimu&Kolawole, 2017).

Teacher is one of the most important factors that contribute to the realisation the objectives of secondary education. Okolocha and Onyeneke (2013) submit that the ultimate realisation of educational objectives in Nigeria, especially at the secondary school level, depends mainly upon the teachers as the most important stakeholder in the school. Teacher possesses competency, knowledge and skills that can lead to developmental change in students' behaviour most especially cognitive behaviour. It seems that teacher is the major determinant of the quality of secondary education in Nigeria. The robustness of secondary school curriculum can be felt by educational stakeholders including students, parents and government if teachers are of high quality.

In the view of Musau and Muola (2013), teacher quality is the totality of teacher-related characteristics that produce favourable educational outcomes such as students' performance. Teacher quality is usually divided into two folds of academic ability and quality of classroom practice (Stronge, 2012). Teachers' academic ability has to do with the teachers' academic qualifications which they usually obtained before their employment into teaching service and after the employment. The academic qualification before the employment is obtained in what is termed pre-service training while qualifications obtained during or after employment into teaching service is obtained through in-service training. It appears that teachers' academic ability is the major determinant of quality of classroom practice.

Teachers' qualification as well as the type of training received during their pre-teaching training programme determines their ability to effect teaching-learning process. Though, some teachers seem to put their personal quality aside and involve in activities that can jeopardise the aims of their schools and that of the students. It seems that some teachers do not put in their best towards the realisation of secondary schools' goals of preparing acceptable students. Going by the happenings in secondary schools presently, one can deduce that the quality of teachers is at stake. This is supported by Arogundade (2009) that recent happenings in secondary schools show that societal vices like armed robberies, cultism, religious intolerance, indiscipline, raping, drug addiction and absenteeism among students are the indicators of teachers' ineffectiveness or poor quality.

According to National Association for Gifted Children (NAGC, 2013), teachers are important instrument in educational development as they play major roles in shaping the educational system. Teaching and learning processes and outcomes are either positively or negatively determined by the quality of instructional delivery by the teachers. Teacher is one of the most important stakeholders in secondary schools (Lusi, 2015). This implies that teachers are very essential in achieving the quality of secondary education, particularly when their services are evaluated at the appropriate time. School evaluation is the primary means of doing the above as it could be used to reveal true information about the activities of teachers in classroom.

School evaluation is increasingly considered as a potential device of change that could assist in ensuring quality teachers, decision making, resource allocation and secondary schools overall improvement. The effective monitoring and evaluation of schools seems to be fundamental to the continuous improvement of teachers' quality which in turn determines students' learning and performance. It is of note that school evaluation is of two categories, one is the external evaluation conducted by the government officials from the Ministry of Education, Area Education Office or any inspectorate body external to school. The second is the school self-evaluation which involves the use of the members of staff including Principals, Vice- Principals, Head of Department and teachers to assess the teachers' quality and school effectiveness.

Ehren, Altrichter, McNamara and O'Hara (2013) found that external school evaluation feedback does not motivate schools to improve probably due to a lack of communication from the evaluation bodies on the expectation that feedback is used by schools for improvement, or a lack of capacity or even resistance to act on feedback at the school level. Schools need feedback on their performance to help them identify how to improve their practices and performance through teachers' quality hence the need for school self-evaluation. Self-evaluation is the process by which a school is able to look critically at itself in order to improve further the quality of its provision and its performance. As rightly opined by Organisation for Economic Cooperation and Development (OECD, 2013), school self-evaluation has become a key strategy, next to external evaluation, in efforts to ensure the quality of education.

School self-evaluation being a collaborative, inclusive, and reflective process of internal school review is the engagement of school teams as evaluators of teachers' and schools' quality. According to Kyriakides and Campbell (2004), the benefit of engaging school principals, other teachers, parents and students in creating their own criteria for evaluation is its enablement of discussion and negotiation of criteria which is a valuable to teachers as important factor in school setting. Gray et al., (2011) submitted that school internal evaluation, analysis and tracking of students' progress and school target setting has the most influence on improving teachers' quality and classroom practices. Cowan (2008) found that school self-evaluation leads to improved standards in secondary schools, particularly for groups of teachers that the evaluation process identifies as under-achieving.

School self-evaluation identifies strengths and areas for school development with the aim to improve teaching and learning within schools, to close achievement gaps between schools and to enhance the performance of teachers and students. The overall expectation of principals' involvement in assessing teachers is to get the teachers committed to solving problems affecting effective classroom delivery at the school level (Aluwole, 2014). It could be inferred from the finding that feedback from students, parents, other teachers, school management team and school governing boards can help give sound evaluation of teachers' quality.

Young (2006) found that where school leaders, particularly principals, do not provide vision, expectations and norms for collaborative discussion of data obtained through school self-evaluation to improve instruction across teams, teachers work individually without collaboration and perceive principals' roles as witch-hunting. This indicates that principal as the chief inspector in school self-evaluation has a lot of responsibilities if the aim of the process is to be achievable and worthwhile. In support of

this, Emstad (2011) stated that the principal has a key responsibility in both prioritising internal evaluation and ensuring the time for discussion. This implies that school self-evaluation may not be successful without leadership roles of school principals.

#### **Statement of problem**

Quality of secondary schools which can be determined by the quality of teachers in the schools in Nigeria in general and in Ekiti State in particular seems to be at the verge of collapse. Majority of teachers in public secondary schools seems not to be of good quality as reflected in the academic performance of their students and overall effectiveness of the schools. Government and other important stakeholders in education have taken series of steps to stem the problem. Notably among the steps taken is school evaluation which is being carried out by people (inspectors) external to the schools.

Evaluation of secondary schools is a responsibility of government officials from the Ministry of Education, Area Education Office, Local Education Authority and other related agencies. This evaluative service seems to have contributed positively to the improvement of school programmes and activities but the quality of teachers in secondary schools is still a problem. The reasons for the persistent teachers' poor quality, most especially in the areas of attitude to work and classroom instruction delivery, seem to include lack or inadequacy of feedback from the external inspectors on the school evaluation carried out. Some teachers believed that the external inspectors usually come to school to witch-hunt members of staff or act on certain information received earlier about their schools.

School self-evaluation is one of the school evaluation activities educational stakeholders seem not to accord a priority in schools despite its perceived roles in achieving teachers' quality in secondary schools. It is believed to provide immediate feedback and corrective measures capable of putting the teachers on their toes. To provide empirical evidence on the importance of school self-evaluation, this study sought to assess the influence of school self-evaluation on teachers' quality in Ekiti State, Nigeria.

#### **Purpose of the study**

The purpose of this study was to assess school self-evaluation as correlate of teachers' quality in secondary schools in Ekiti State. Specifically, this study assessed the:

1. Relationship between school self-evaluation and teachers' attitude towards work in secondary schools
2. Relationship between school self-evaluation and teachers' classroom instructions in secondary schools.

#### **Research hypotheses**

The following null hypotheses were formulated and tested in the study:

1. There is no significant relationship between school self-evaluation and teachers' attitude towards work in secondary schools.
2. There is no significant relationship between school self-evaluation and teachers' classroom instructions in secondary schools.

### Methodology

Correlational research design of survey type was adopted for this study. The population was all teachers of all 204 senior secondary schools in Ekiti State and the sample for the study was 408 teachers sampled from six out of sixteen Local Government Areas (LGAs) in the state. Multistage sampling procedure was adopted to select the sample. The first stage was the use of simple random sampling technique to select two LGAs in each of the three Senatorial Districts in the state. The second stage was the use of simple random sampling technique to sample four schools from each of the six LGAs making 24 schools. The third stage was the use of purposive sampling technique to sample 17 teachers from each of the 24 schools making 408 teachers as sample.

The instruments for the study were School Self-Evaluation Questionnaire (SSQ) and Teachers' Quality Questionnaire (TQQ). The instruments were validated by three experts in Educational Management and Tests, Measurement and Evaluation. Test re-test reliability method was used to ascertain the reliability coefficients of the instruments. It was administered on 25 teachers outside the sample twice in the interval of three week, data collected was subjected to Pearson's Product Moment Correlation and correlation coefficients of 0.73 and 0.79 were obtained respectively.

The researchers administered the instruments with the help of two trained research assistants. All two research hypotheses formulated were tested using Pearson's Product Moment Correlation at 0.05 level of significance.

### Results

**Hypothesis1:** There is no significant relationship between school self-evaluation and teachers' attitude towards work in secondary schools.

**Table1:** Relationship between School Self-Evaluation and Teachers' Attitude towards Work

Variable	N	Mean	SD	r-Cal	P-Value
School Self-Evaluation	408	27.00	22.49	0.342	0.002
Teachers' Attitude to Work	408	26.93	21.30		

\*P<0.05

Table 4 showed that the r calculated value was 0.342 with calculated significance value (0.002) was less than (>) than the significance value (0.05), therefore, the null hypothesis which states that there is no significant there is no significant relationship between school self-evaluation and teachers' attitude towards work in secondary schools was rejected. This indicated that school self-evaluation correlates the teachers' attitude to work in secondary schools in Ekiti State.

**Hypothesis2:** There is no significant relationship between school self-evaluation and teachers' classroom instructions in secondary schools.

**Table2:** Relationship between School Self-Evaluation and Teachers' Classroom Instructions

Variable	N	Mean	SD	r-Cal	P-Value
School Self-Evaluation	408	27.00	22.49	0.318	0.000
Teachers' Classroom Instruction	408	21.09	91.76		

\*P&lt;0.05

Table 5 showed that r calculated value was 0.318 with calculated significance value (0.000) was less than ( $>$ ) than the significance value (0.05), the null hypothesis which states that there is no significant relationship between school self-evaluation and teachers' classroom instructions in secondary schools was rejected. This connotes that school self-evaluation influences teachers' classroom instruction in secondary schools.

### Discussion

The findings of this study revealed that school self-evaluation influenced teachers' quality. It revealed that teachers of schools that adopted self-evaluation usually showed positive attitude towards works in the schools. The findings agreed with the finding of Organisation for Economic Cooperation and Development (OECD, 2013) that school self-evaluation has become a key strategy, next to external evaluation, in efforts to ensure the quality of education. It also concurred with the finding of Cowan (2008) that school self-evaluation leads to improved standards in secondary schools, particularly for groups of teachers that showed poor attitude to school activities.

Furthermore, the finding study revealed that school self-evaluation influenced teachers' classroom instructions in classrooms in secondary schools. The study found that self-evaluation strategy positively contributed to classroom instruction delivery. The finding agreed with the finding of Gray et al., (2011) that school internal evaluation, analysis and tracking of students' progress and school target setting has the most influence on improving teachers' quality and classroom practices. The finding is in line with the finding of Kyriakides and Campbell (2004) that the benefit of engaging school principals, other teachers, parents and students in creating their own criteria for evaluation is its enablement of discussion and negotiation of criteria which is a valuable to teachers as important factor in school setting.

### Conclusion

The study concluded that school self-evaluation influenced teachers' quality in secondary schools in Ekiti State. The study concluded that school self-evaluation contributed to teachers' positive attitude towards work in secondary schools. This connotes that school self-evaluation allowed teachers to show positive attitude to work. Also, the study concluded that school self-evaluation influenced teachers' classroom instructions in classrooms in secondary schools.

### Recommendations

- Based on the findings of the study, the following recommendations were made
1. Secondary school administrators such as Principals, Vice-Principals and Heads of Departments should be trained by all concerned authorities on how to carry out school self-evaluation.
  2. Teachers should not see school self-evaluation as an act of witch-hunting by the school administrators.
  3. Teachers should be given immediate feedback after school self-evaluation in order for them to learn from the feedbacks given to them.
  4. Proposed corrective measures should be followed by the teachers in order to improve on their quality.

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