

The Role of School Self-Evaluation in the Actualization of Quality Assurance in Public Primary and Secondary Schools in Nigeria

¹Muhammad Baba & ²Ishaku Muhammad Baba

¹Department of Educational Foundations, Niger State College of Education, Minna

²Department of English Language, Fati Lami Abubakar Institute for Legal and Administrative Studies, (FLAILAS), Minna.

E-mail: muhammadbaba740@gmail.com

Abstract

Absence of Quality, especially in terms of learning outcomes in basic education in Nigeria is a serious concern to several educators and other stakeholders. This negative trend is manifested in the kind of products currently produced from public primary and secondary schools in Nigeria. To salvage this unfortunate situation requires several measures and actions. One of such strategies is the model of school self-evaluation. School self-evaluation is an inbuilt assessment tool used by school heads in passing value judgement on the operations of their schools. It is based on the notion that school managers should not just wait for other authorities to point out the gaps of their schools for them but they should take the lead to periodically assess the strengths and weaknesses of their institutions. This paper presents the practice of school self-evaluation as a potent tool in ensuring quality task performance by teachers and better achievements by students, particularly in public primary and secondary schools in Nigeria. It examines the art of school self-evaluation which is an aspect of Quality Assurance Model as a strategy that needs to be emphasized towards achieving Quality in Nigerian educational system. It further looked at the factors militating against effective school self-evaluation and suggests possible measures towards strengthening the practice of school self-evaluation in primary and secondary schools in Nigeria. Some recommendations include the need to train Headteachers and Principals on modern techniques of school self-evaluation, sensitization of teachers to be more cooperative with school Heads and provision of adequate facilities in schools among others.

Keywords: Primary Schools, Secondary Schools, Self-Evaluation, Quality Assurance.

Introduction

It is widely believed that the destiny of every nation is shaped in the classrooms through education which is the process of transmitting knowledge, skills and values to ensure proper intellectual growth and character building for self-reliance, social transformation and overall national development.

In Nigeria, there is a relative low level of achievement and standards in public primary and secondary schools (UNICEF, 2016). Several educators agreed that this is mainly due to gaps in monitoring and evaluation of teachers' instructional task performance or curriculum delivery by school administrators and supervisors. It is against this background that this paper tries to examine the role of school self-evaluation as a vital aspect of quality assurance model in achieving quality

education delivery in Nigeria particularly at primary and secondary school levels.

Conceptual Clarifications

Quality Assurance: Quality Assurance in Education is the main approach or instrument used in achieving quality and maintaining standard in the educational system. It refers to efficient management, monitoring, evaluation and review of the resource inputs and transformation process (teaching and learning) to produce quality outputs (educated learners) that meet set standards and expectations of the larger society (Ayeni & Adepoju, 2018).

Quality assurance encompasses internal and external monitoring and evaluation of resource inputs, instructional process and outputs. The model recognizes external evaluation by the

professional and accredited school supervisors in the Ministry of Education, SUBEBS, LEAs and the Federal Inspectorate Service (FIS). Internal evaluation is conducted by the head-teachers, principals and other school administrators based on uniform quality criteria elements and standard.

The key areas of quality assurance according to Ayeni (2019) and NCCE (2025) include:

- Quality of provision (learning environment; curriculum and related activities; teaching and learning; and care, guidance and support).
- Outcomes for learners (achievement and standards; and learner's personal skills and participation).
- Leadership and management.

School Self-Evaluation

This is a vital aspect of quality assurance model through which quality and standard could be maintain in schools. School self-evaluation is an internal assessment of school's curriculum and co-curricular activities by the school head (Headteacher or Principal) for the purpose of helping teachers and learners to improve on their teaching and learning capacities and achieving educational objectives (UNICEF, 2016).

Goals of School Self-Evaluation

Educational management experts asserted that school self-evaluation is geared towards achieving the following main objectives:

- To identify and focus on areas where improvement needs to be made. As the common saying goes that "he who wears the shoes, knows where it pinches". Head-teachers and Principals are the key figures who are in-charge of their schools. Thus, they are more familiar with the running of their schools. They could understand the problems of their schools better than any individual from outside.
- School self-evaluation also seeks to make school administrators (particularily headteachers and principals) quality assurance evaluators in their own school. The strategy of school self-

evaluation tries to break the notion that monitoring and evaluation of schools is an exclusive duty of external school supervisors. School heads even have more role to play than external supervisors in maintaining quality and standards in their schools.

Features of School Self-Evaluation

According to Ayeni (2019), the process and the conduct of school self-evaluation are characterized by the following features:

- School self-evaluation is a continuous process. It is supposed to be conducted by the school head or his subordinate on a daily basis and on every aspect of the school.
- It strengthens the school head's capacity for managing human and material resources. As the Head-teacher or Principal conduct school self-evaluation, his skills in managing human and material resources are improved.
- It should measure the extent to which the school is fulfilling its responsibilities and assuring that both the teachers and learners work towards achieving the set goals.
- The report on key issues is based on evidence collected through the process of Observation, Discussion and Documentation (ODD).

The above features serves as a guide in the conduct of school self-evaluation by school heads.

The State of Public Primary and Secondary Schools in Nigeria today

The Nigerian public educational system is said to be in crisis, as many institutions across the levels suffer from poor conditions for teaching and learning. However, the situation of public primary and secondary schools seems to be worse. As pointed out by Ajayi (2002) and Baba (2020), in several primary and secondary schools in most parts of the country, the buildings are either half complete or dilapidated. The entire system is characterized with population explosion, insufficient furniture, overcrowded classrooms, few or no learning materials, and preponderance of

unqualified teachers, poorly educated and ill-motivated teachers. They further stated that the main educational issue in Nigerian public schools today is the erosion of quality. Quality assurance through monitoring, supervision and evaluation have virtually collapsed, because of non-provision of necessary support to make the inspectorate function effectively. This situation have resulted into declining quality of products from these institutions. A decline quality of products from primary and secondary schools means a shaky foundation of country's education which will lead to sub-standard products from tertiary institutions.

The above scenario constitute the major challenges confronting Nigerian educational system which needs to be urgently addressed for it to realize its goals and objectives.

School Self-Evaluation as a Strategy in Achieving Quality Assurance in Public Primary and Secondary Schools

School self-evaluation could be used as a tool for achieving quality education in schools through the following specific ways:

1. The Head-teacher or principal have a duty to conduct school self-evaluation through regular, scheduled or routine visits to the class. During such visits the school head or the person responsible for the evaluation should:
 - Check on punctuality and attendance of teacher.
 - Inspect all official records (school records)
 - Observe the classroom environment and pupils' habit.
 - Check the general school plant, that is, infrastructure and facilities in the school.
 - Collect data on pupils and teachers.
 - Assess the teachers during classroom lesson delivery in such areas as:
 - (i) Lesson planning/organization
 - (ii) Lesson delivery/knowledge of the subject matter
 - (iii) Learner's participation
 - (iv) Assessment and evaluation of learning outcomes
 - (v) Class control and time management

- (vi) Record keeping
- (vii) Feedback to learners.

UNICEF (2016) stated that school managers should conduct the above tasks using appropriate guidelines and proforma such as: Periodic Assessment of Learners' Attendance (PALA) Proforma, Periodic Assessment of Teachers Attendance (PATA) proforma and Assessment of Teaching and Learning Activities (ATLA) proforma. After every visit, the school head should discuss their findings with the teachers pointing out areas of strength and weaknesses as well as giving necessary guidance.

The report of every conduct of school self-evaluation should be kept by the school head for future reference or follow-up visit.

When school self-evaluation are effectively conducted its advantages include:

1. Teachers acquire on-the-job necessary skills on how to use the curriculum and appropriate instructional material.
2. It enables teachers to sit-up and be more committed to their job.
3. Parents and other stakeholders become happier with school activities as school atmosphere become improved.
4. Pupils academic achievements are improved.
5. It enables school heads identify and solve their administrative problems so that the schools become more efficiently and effectively runned (Baba, 2012).

Factors Militating against Effective School Self-Evaluation

There are several factors militating against the conduct of school self-evaluation. According to Chike-okoli (2017) prominent among them include:

- (i) **Lack of Effective Training:** Most of school Headteachers and Principals lack effective modern skills in conducting effective school self-evaluation. Many of them feels that monitoring and evaluation of schools is an exclusive duty of inspectors from Ministries of Education and other bodies from outside the school.

- (ii) **Lack of Cooperation from Teachers:** In most cases teachers refuse to cooperate with school heads in the process of carrying out school based evaluation. Such teachers misconcept the effort of the Head-teachers as witch-hunting.
- (iii) **Shortage of Funds:** The problem of gross under funding of the educational system in Nigeria is also a major obstacle against school self-evaluation. Many public primary and secondary schools in Nigeria lack basic facilities. In some primary schools, there are no important school records like attendance registers and diaries. This makes it difficult to collect relevant data for effective school self-evaluation.
- (iv) **Burden of Work:** In Most public primary schools especially at the rural areas, Head-teachers are over stretched with work. Due to shortage of teachers, Head-teacher also perform teaching responsibilities in addition to administrative duties. This makes it difficult for them to have time for regular school self-evaluation.
- (v) **Autocratic Style of Leadership:** Some school heads exhibit too much autocratic style of supervision and leadership. This in most cases scare teachers out of their wits or some teachers feel alienated against. Such behaviour only succeeds in breeding fear and hatred for the head, block communication channels and encourage eye-service (Ogunnu, 2010).
- Quality Control and Improvement in the Standard of education, especially in public primary and secondary schools, if it is effectively conducted. Thus, to achieve quality education in Nigeria, practice of school self-evaluation must be given adequate attention by the school administrators.

Recommendations

For effective conduct of school self-evaluation in public primary and secondary schools, the following recommendations are hereby proffered:

1. All head-teachers and principals need to be given proper training through workshops on the modern techniques of conducting school self-evaluation.
2. Staff (teachers) should be given the orientation on the essence of school self-evaluation to enable them realized that they (the teachers) and head-teachers are partners in progress in the practice of school self-evaluation and by extension, quality assurance.
3. Schools should be well-equipped with basic facilities and funds should be provided to the School Heads for effective running of the schools.
4. Adequate teachers should be recruited into the schools to reduce the burden of teaching responsibility on the school heads.
5. Political leaders need to prioritize the provision of quality education to the citizens.

When these measures are put in place, it will help in strengthening the practice of school self-evaluation and quality teaching and learning shall be ensured in schools.

Conclusion

This paper has observed that school self-evaluation has the potential for ensuring

REFERENCES

- Ajayi, T. (2002). Effective Planning Strategies for the UBE Programme in Nigeria. In Ajayi T. et al (Eds) *Planning and administration of universal basic education (UBE) in Nigeria*. 70-80 (NIEPA).
- Ayeni, A.J. (2019). Achieving quality and standards in the management of Nigeria secondary schools: Policy goals, current practice, trends, challenges and opportunities. *International Journal of Research Studies in Management* 37-45. <http://www.consortiacademia/ijrsm>.

- Ayeni, A.J. and Adepoju, T.L. (2018). Functional primary education for sustainable quality assurance in human capital development in Nigeria. *International Journal of Research Studies in Management* 67-75. <http://www.consortiacademia/ijrsm>.
- Baba, M. (2020). *School supervision: An indispensable tool for quality academic re-assurance in public primary and secondary schools in Nigeria*. A seminar paper presented at School of Education Seminar Series. C.O.E, Minna, 26th July, 2020.
- Chike-okoli, A. (2017). *Fundamental of human resource management in organizations*. Succeed and prosper books.
- National Commission for Colleges of Education (NCCE) (2025). *Measurement and evaluation template for teacher education in Nigeria*.
- Ogunnu, M.A. (2010). The role of school inspectors in the implementation of the universal basic education scheme in Nigeria. In Ajayi, T. et al (Eds). *Planning and administration of universal basic education (UBE) in Nigeria* 269-284. A publication of National Institute for Educational Planning and Administration (NIEPA).
- UNICEF (2013). *Head-teacher training manual on Efficiency, Effectiveness and curriculum management*. Abuja, Nigeria.
- UNICEF (2016). *Head-teachers training manual on school leader*.