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# RELEVANCE OF SCHOOL SELF-EVALUATION FOR EFFECTIVE QUALITY CONTROL IN MANAGEMENT OF NIGERIAN EDUCATIONAL SYSTEM

**[1]Ezugoh, Theodorah Chinelo (Ph.D.)**
Department of Educational Foundations
Email: Theodorahezugoh@Gmail.Com; Mobile Line: 08067529008

**[2]Umeozor, Uzonna Juliana (Ph.D.)**
Department Of Educational Management and Policy
Nnamdi Azikiwe University, Awka, Anambra State
Email: Julzyiana@Yahoo.Com; Mobile Line: 08035085408
And
**[1]Nweke, Phina Amaka (Mrs.)**
Department Of Educational Foundations
School of Education
Federal College of Education (Technical) Asaba
Email: Amakaagusiobo2016@Gmail.Com; Mobile Line: 08034677636

## ABSTRACT
*This paper examined the relevance of School Self-Evaluation (SS-E) for effective quality control in the management of Nigerian educational system. Some basic terms which included effective quality control, management, Nigerian educational system and school self-evaluation, were extensively explained in the paper. Also, the objectives and aims, principles, scope, general benefits of and rationale for SS-E were discussed in the paper. The paper further highlighted and discussed the relevance of school self-evaluation for effective quality control in the management of Nigerian educational system. The challenges (that is, constraints) to effective school self-evaluation in Nigerian educational system were also disclosed in the paper. However, the strategies for promoting implementation of school self-evaluation for effective quality control in the management of Nigerian educational system were discussed to conclude the paper.*
**Keywords**: School, Self-Evaluation, Effective, Quality, Control, Management, Nigerian, Educational, System

## Introduction

The Nigerian educational system has been structured into various levels of educational programmes which includes; the Early Childhood Care and Development Education (ECCDE), Basic/Primary education, Secondary education and Tertiary education, in order to cater for differences in needs and dispositions. The Nigerian educational system provides education to various individuals for socio-economic, cultural, environmental and political development in the society. Education thus, is an 'instrument par excellence' for social and economic reconstruction of the nation as regarded by the Federal Republic of Nigeria (FRN, 2014) in the National Policy on Education (NPE). Education equally serves as an important instrument for social change, nation-building, including human empowerment and capacity building in the country. Hence, the benefits of education offered in the Nigerian educational system can never be overemphasized. Education is simply an effective tool necessary for sustainable

national development in Nigeria. However, this demands that at all levels of Nigerian educational system must remain very effective and functional to unceasingly (endlessly) and diligently provide sound and quality education of high standards that will always lead to sustainable development in the country. For the provision of sound and quality education which is of high standards in the Nigerian educational system, this requires the establishment of an effective quality control system in the management of the different levels of educational programmes in the education system. Quality control can be viewed as measures put in place to enhance functionality and smooth operations of the Nigerian educational system. According to Ellis (2023), Quality Control (QC) is a process undertaken to ensure that the standards and goals of an operation are both realistic and being met. Quality control in education guarantees a certain level of quality and standards are provided and maintained in the products and services of the educational system. Management on the other hand, encompasses the organization, mobilization, utilization and coordination of all the human and material resources in the educational system for the achievement of identified educational goals and objectives in the system (Igbinedion, 2018). Management of the Nigerian educational system, therefore, deals with a wide range of issues which includes planning, directing, organizing, reporting and documenting, leading, controlling, coordinating and evaluating (from time to time), all activities, programmes and resources (both human and material resources) which is necessary for effective quality control of the system in order to actualize educational goals and objectives. More so, before all the different levels of programmes in the Nigerian educational system can become functional and quality learning communities, they need to enhance their own learning capacity such that the whole levels seek organizational improvement through continuously introspection (self-examination/assessment). Also, for effective quality control in the management of the Nigerian educational system, it is important that all educational institutions likewise the schools persistently engage in and conduct School Self-Evaluation (SS-E). School self-evaluation empowers the various school communities to identify, adopt, maintain and affirm good practices that will lead to effective quality control in their management, and to also identify and take action on areas that merits/needs improvement (weaknesses).

School Self-Evaluation (SS-E) which has become central to school improvement efforts in many educational systems and Nigeria inclusive, is primarily about schools taking ownership of their own quality control system, development plan and improvement in their management (Department of Education & Skills, 2016). According to Indeed Editorial Team (2022), SS-E means for schools within the Nigerian educational system to systematically observe, analyze and improve their actions in order to achieve better results in their institutions. Self-evaluation which involve constant programme monitoring and assessments require educational institutions and all levels of the school system to consistently evaluate their professional contributions to both their internal and external environments so that they can determine where they appropriately fit into the Nigerian society. Notwithstanding, educational institutions and schools can compare their answers across several evaluations to find out how much progress they have equally made. School self-evaluation primarily involves individuals in the school looking at their strengths and weaknesses and asking fundamental questions about their role in the school. Many educational institutions globally, choose the school self-evaluation method for their employees as it puts them in charge of their own

development and prompts them to think critically about their contributions. School Self-Evaluation (SS-E) according to Cambridge Assessment International Education (2018) is further designed to assist educational institutions to review their performances and identify areas of strengths as well as those that could be more effective. It encourages schools to use evidence and data to make informed decisions about areas of school practice that need improvement. In some contexts, such as within the Nigerian educational system, the SS-E method has been mandated through policy, in some other countries, it has been left to individual schools, their leaders and teachers to develop their own approach to the SS-E process. However, there are a myriad of definitions, models, frameworks, principles, rationale and benefits associated with the SS-E process which has been provided in this literature. School self-evaluation is a term with growing currency in many countries including Nigerian education system. It is a formative process, embedded into the day-to-day school practices and operations which should be linked to students' learning and academic achievement. Its scope is wide and all-embracing to cover all the activities and programmes carried out within and outside the school community which includes; the quality of teaching and learning, and educator development, quality of learning environment, quality of curriculum provision and resources, quality of care and guidance services, learner achievement, basic functionality of the school, quality of leadership, management, and communication, governance and relationships, school safety, security, and discipline, school infrastructure, parents and community, among others ( Cambridge Assessment International Education, 2018; Federal Ministry of Education - FME, 2014 & 2016; Goldstone, 2022; Varthana Team, 2022). From all discussions, it is pertinent to say that school self-evaluation process has a critical part to play in assisting with all aspects of quality control and management in the Nigerian educational system. The SS-E method as observed by different scholars is very relevant and useful for promoting quality control in the management of the Nigerian educational system which is the main thrust and focus of discussions in this literature. Notwithstanding, the relevance of the school self-evaluation in promoting quality control in the management of the Nigerian educational system, yet, there are some systemic challenges and constraints inhibiting effective implementation and utilization of the process in the Nigerian schools. Examples of these include, poor funding of the education system for proper implementation of SS-E, poor policy implementation, inadequate mobilization of resources to effectively carry out SS-E in institutions, lack of stakeholders' awareness and active involvement in SS-E, among many others. Unless these systemic challenges or constraints are addressed, it is unlikely that SS-E can lead to effective quality control and improvement in the management of the Nigerian educational system and schools. This situation however, calls for effective strategies to be deployed for positive improvement and changes in Nigerian schools.

In the light of all the above concerns, this literature is interested in discussing current issues in connection with the Relevance of School Self-Evaluation for Quality Control in the Management of the Nigerian Educational System. Therefore, the following subthemes have been provided in the literature;

a. Definitions of different terminologies
b. Objectives/aims of school self-evaluation
c. Principles of school self-evaluation
d. Scope of school self-evaluation (SS-E)
e. General benefits of and rationale for SS-E

f. Relevance of school self-evaluation for effective quality control in the management of Nigerian educational system
g. Challenges/constraints to effective school self-evaluation in Nigerian educational system
h. Strategies for promoting implementation of school self-evaluation for effective quality control in the management of Nigerian educational system

**Definition of Terminologies**

Some basic terminologies and expressions were discussed under this section in the following order of; effective quality control, management, Nigerian educational system, and school self-evaluation (SS-e).

**Effective Quality Control**

Being effective has different meanings which include having the ability to produce good, desired or intended results or producing favourable impressions. It equally has to do with something valuable, efficient, useful in practice and being operational for best performance as well. Effective is equally the capability of producing a desired result or the ability to produce desired output. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep and vivid impression. According to the Encyclopedia Britannica (2023), effective means producing a result that is wanted. The word *effective* puts more attention on the actual ability to produce a desired result. It showcases that when something is effective it produces a result even if it takes some unnecessary resources to do so. For institutions to become effective to achieved their intended goals and objectives, effective quality control system must be well-established. Quality on the other hand, denotes something with special or excellent attributes and best performance. According to Kotirde and Yunos (2014), quality is concerned with how good or bad a product is. It is about the standard of something when compared with other things. It therefore presupposes that there is a standard set against which the outcome is compared. Kotirde and Yunos further maintained that the concept of quality varies from that of providing special services to conforming to standards or fitness for purpose.

Quality is the base line standard in education which can be measured on a scale of reference. It is an expression of standard or the means by which a certain set standard in education can be achieved. The concept of quality in education is multidimensional and embraces all functions and activities in the academic sphere (Maduewesi in Kotirde & Yunos, 2014). It involves quality of students, instructors/facilitators, instruction, facilities and equipment, academic programmes, curricula and assessment of students' performance. Quality may include quantitative elements such as completion rates, student performance, and student evaluations of the learning experience or outcome product. In a similar vein, Jaiyeoba and Atanda cited in Kotirde and Yunos (2014) posited that quality is synonymous with standard, efficiency, excellence, relevance and worthiness. When applied to education, it is the success with which an institution provides educational environment which enables students to effectively achieve worthwhile learning goals including appropriate academic standard. Still linking quality to education, Aigboje cited in Kotirde and Yunos (2014) refers quality to excellence or more of societal values embodied in the school curricula. This involves stages and activities that take place until certificates are issued. Thus, an education of high quality should have high quality students, teachers, facilities, school curriculum and government policies as inputs. The manner in which the inputs are

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processed from the beginning to the final years of an educational programme and the quality of assessment of the entire teaching-learning activities, also constitute important aspects of education.

Quality control thus, as describe within the context of this paper entails an institution's ability to deploy and establishing effective strategies or means that will lead to attainment of their intended goals and objectives. According to Ellis (2023), Quality Control (QC) is a process undertaken to ensure that the standards and goals of an operation are both realistic and being met. In education, quality control is an important issue, as parents, students, and educators want to ensure that all students receive adequate training for the future. There are many methods of quality control in education, including standardized testing, teaching review, and training. Education quality control usually begins with the formation of school standards. These may be institution, district, state, or national guidelines that determine what a student should know by the end of each grade. For instance, a quality control standard might require all students to have taken and passed geometry by the tenth grade. Quality control standards also lay out guidelines for the education requirements for teachers, such as possession of a valid teaching credential. Once school standards are set, the overseeing board can implement a cycle of investigation, policy changes and additions, and implementation that ensures that a school meets its standards (Ellis, 2023). One method of quality control in education as further observed by Ellis, is standardized testing and assessment. Standardized tests and assessment let school authorities know the level of student education as when compared to the existing standard. Quality control in education must be an ongoing process; meeting standards one year does not guarantee future performance. By creating a continual process of data gathering, review, and implementation, this allows school officials to stay on top of quality assurance from year to year. Relying on a variety of methods also helps guarantee that the whole picture of a school or school system is being examined. Madison (2023) opined that Quality Control (QC) is a process that is used to ensure a certain level of quality in a product or service. It might include whatever actions a business, institution or an organization deems necessary to provide for the control and verification of certain characteristics of a product or service. Most often, it involves thoroughly examining and testing the quality of products or the results of services using several quality control tools which includes inspection and institution self-assessment, test and measurement, documentation and records, training and education, Statistical Process Control (SPC), and corrective actions, among others (Simplilearn, 2023).

The basic goal of this process is to ensure that the products or services that are provided meet specific requirements and characteristics, such as being dependable, satisfactory, safe and fiscally sound (Madison, 2023). Institutions or organizations that engage in efficient quality control, typically have a team of workers who focus on testing and assessing quite a certain number of products or observing services being done and carried out in the institution. The products or services that are examined usually are chosen at random. The goal of the quality control team is to identify products or services that do not meet a company's specified standards of quality. If a problem is identified, the job of a quality control team or professional might involve stopping production or service until the problem has been corrected. Depending on the particular service or product as well as the type of problem identified, production or services might not cease entirely. Madison further, pointed out the great difference between quality control and other quality measures

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such as quality assurance. To him, quality assurance is comprehensive in oversight, while, quality control is a very specialized area. Employees in this institution or organization focuses primarily on testing the product or service. While quality control identifies issues with the product, quality assurance determines how to fix the problem. In other words, quality control focuses on the customer's satisfaction, while quality assurance monitors the performance of the employees (Madison, 2023). Quality control is important to safeguard the institution's reputation, prevent products from being unreliable, and increase trust on the side of consumers. It ensures that the educational institution or school looks at evidence-based data and research rather than anecdotal observations to ensure that the services/products live up to the standards. It reduces cost and maximizes profit, operational efficiency, and promotes customer satisfaction.

Effective quality control however, is important in educational institutions according to the Indeed Editorial Team (2023) and Simplilearn (2023) based on the following reasons to;

a. **Encourage quality consciousness**: Quality control encourages employees in educational institutions and schools to keep quality in mind throughout the education process, which can help educational institutions achieve the desired level of quality each time. It ensures that products and services adhere to industry standards and regulatory requirements, avoiding legal issues and penalties.

b. **Lower production costs**: The process used for quality control checks the production of items that do not meet quality standards, correcting any problems and bringing down the cost of production. By identifying and correcting issues early in the production or service delivery process, quality control helps prevent defects, reducing the likelihood of expensive recalls or rework. In implementing effective quality control measures, this can lead to reduced waste, lower production costs, and improved operational efficiency, contributing to overall cost savings.

c. **Increase customer satisfaction**: Quality control ensures that customers (that is, students) in educational institutions and schools receive products free from error or defect, which typically increases customer satisfaction overall. It ensures that products and services meet or exceed customer expectations, leading to higher satisfaction levels and increased customer loyalty.

d. **Enhance goodwill**: Producing or rendering high-quality services that meet all of an organization's quality control requirements generally indicates that the services consistently satisfy the customer's needs, raising the established reputation of educational institutions.

e. **Raise employee morale**: When employees in educational institutions and schools recognize that they are producing high-quality services that deliver value to students, it can improve the overall educational institution morale.

f. **Improve educational methods**: Quality control processes help streamline and improve educational processes and procedures, which means improved methods and designs and often higher productivity.

g. **Boost institution's reputation**: Consistent quality control can help an educational institution and schools to develop a reputation for quality, which may attract new customers and increase demands.

h. **Ensure effective use of resources**: Quality control ensures that educational institutions and schools are effectively utilizing resources by minimizing product and material waste and increasing efficiencies.

i. **Increased efficiency and continuous improvements**: Quality control optimizes processes and identifies areas for improvement, leading to increased productivity and streamlined

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operations. It also encourages a culture of continuous improvement, where organizations strive to enhance their products, services, and processes constantly.

j. **International competitiveness**: High-quality products from educational institutions and schools can open doors to global markets and internationalization, therefore, increasing an institution's competitiveness on an international scale.

k. **Customer retention and loyalty**: Satisfied customers are more likely to remain loyal and recommend the brand (such educational institution or school) to others, contributing to long-term institutional success.

Overall, effective quality control is crucial for maintaining high standards, minimizing risks, and fostering a competitive advantage in today's dynamic and demanding educational environment and schools. It serves as the foundation for delivering superior products and services while ensuring customer satisfaction and loyalty (Simplilearn, 2023). From all the above discussions, effective quality control system will definitely lead to desirable goals and positive outcomes in the management of Nigerian education system and schools.

## Management

Management is simply, the application, coordination, utilization and harmonization of human and material resources for achievement of organization. Management as observed by Igbinedion (2018) from various authors perspectives means a process of working with and through groups of individuals to accomplish organizational goals. It is equally the leadership which is aimed at influencing group activity towards goal achievement. Management further encompasses administration which is concerned planning and formulation of policies and programmes for an organization. Management also refers to the organization and mobilization of all human and material resources in a particular system for the achievement of identified objectives in the system. Here, management involves getting things done through people. It is a process of working with others to effectively achieve organized objectives by efficiently using limited resources in a changing environment. Management in education entails planning, coordination, directing, documentations, staffing, among others, for efficiency of educational institutions which is directed towards attainment/achievement of educational goals and objectives. It is a process by which school administrators manage the resources available to attain the goals of the educational system determined by educational leaders. For Peretomode cited in Igbinedion (2018), management involves the management of the school structures, and teaching and learning processes which contains a wide range of ethical standards and customary practices. Management in education applies to the basic principles and practices of management through the functions of planning, organizing, staffing, directing, leading, controlling, monitoring as well as motivation and therefore, educational administrators are necessarily managers (Igbinedion, 2018). Hence, the functions of management in the educational system for effective the control of the system includes planning, organizing, directing, staffing, documentation and reporting, coordinating, controlling, budgeting, leadership and evaluation (Akpakwu, 2012). The essence of management is to ensure effective quality control of the entire education system for achievement of educational goals and objectives.

## Nigerian Educational System

The Nigerian educational system is made of different school systems with different levels and programmes which embraces both formal and non-

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formal education. At the formal education level, we have lower stream schools (such as the public and private elementary, basic/primary and secondary schools) and higher or tertiary education institutions (such as the public and private universities, monotechnics, polytechnics, colleges of education including their affiliations and other specialized institutions), while at the non-formal level we have adult and non-formal education programmes, special education programmes, vocational skill acquisition programmes, among others. The Nigerian educational system as observed by the Federal Republic of Nigeria (FRN, 2014) in the National Policy on Education (NPE) involves various educational institutions which provide education for different categories of individuals in the country. The Nigeria educational system has further been described by the Federal Republic of Nigeria as an 'instrument par excellence' for effecting sustainable national development in the country. It is likewise an instrument for social change and economic reconstruction of the nation. This means that the various systems of education are useful for national development in the Nigerian society. Furthermore, the meaning of the Nigerian educational system has been derived from the Federal Republic of Nigeria (2014: vii) who described the education system in the National Policy on Education (NPE) as structured into:

a. Early Childhood Care and Development aged 0-4 years;
b. Basic Education aged 5-15 years which encompasses Pre-primary 1 year, 6 years of Primary Education and 3 years of Junior Secondary Education;
c. Post-Basic Education of 3 years in Senior Secondary Schools and Technical Colleges; and
d. Tertiary Education provided in Colleges of Education, Monotechnics, Polytechnics, and the Universities.

**School Self-Evaluation (SS-E): Definitions, Objectives, Principles, Scope and Benefits**

Self-evaluation is simply a procedure to systematically observe, analyze and value your own professional action and its results in order to stabilize or improve it. This can take place on an individual or on an organizational level. Shaw (2020) opined that self-evaluation presents one of the most important means for increasing programme sustainability and its quality. During self-evaluation, a person evaluates his/her own work, personal performance, results, interaction, processes in which he/she takes part in. What is being evaluated is his/her own domain of responsibility, with in the given implicit and explicit frame. So, during self-evaluation, the person is both the subject and object of the evaluation. Self-evaluation has further been used as an integral mechanism for education quality control and improvement in almost all European countries; and it is equally a practice which has been widely spread and adopted by African countries like Nigeria for example. The purpose of self-evaluation as further indicated by Shaw (2020) includes: development, promotion of education and testing of methodology for school self-evaluation; determination of school quality from the perspective of founders, leadership, deans, HODs, teachers, students, parents, business people and local community; definition of precise education quality indicators (such as the curriculum, academic achievements, studying and teaching, support to students, school ethos, resources, management and leadership in providing quality); and quality debate encouragement quality culture.

To self-evaluate in essence, means that people explore and evaluate their own professional work. Self-evaluation can play a dual role for the student, to both assess the end product, or outcomes, of their learning (examples, their

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knowledge of the course content, a final project, essay, etc.), and also the process of learning (examples, their approach, strategies, strengths and areas for improvement, etc.). School Self-Evaluation (SS-E) as observed by Thompson (2021) is the ability of an educational institution or school organization to examine itself in order to find out how much progress that have been made. It requires educational institutions to monitor their own abilities and evaluate strengths and weaknesses. It puts educational institutions and school largely in charge of their own development. According to the Federal Ministry of Education (FME, 2014; FME, 2016), school self-evaluation is a continuous process which requires schools to use the Evaluation Survey (ES) to evaluate and judge the quality of what they are doing themselves and the impact on learners' outcomes. The of self-evaluation process is complemented by validation from time to time by External Evaluation (EE). SS-E is crucial in supporting the school in its ability to improve the quality of education for learners in its care. It also helps schools to identify and focus on areas where improvement in their provision needs to be made. It is the process of the school evaluating itself using the Evaluation Survey (ES). Self-evaluation requires those within the school to be using the quality evaluation schedule to judge the quality of what they are doing themselves. Self-evaluation provides the school with vital information about what is working well and what needs improvement. This is done periodically and it fills the SEF (Self-Evaluation Form) once in a school year. Schools, represented by principals'/head teachers, school management teams, teachers, PTAs, school governing bodies, local communities as well as individual parents contribute information using the ES and recording outcomes in the School Self-evaluation Form (SEF). Chapman and Sammons (2013) opined that school self-evaluation is a process by which members of staff in a school reflect on their practice and identify areas for action to stimulate improvement in the areas of student and professional learning.

The self-evaluation process has been described as a process for helping schools improve, which should be shaped by themselves, and integrated into their routine management systems. Furthermore, it is argued, this should be a collaborative practice involving stakeholders' views and should incorporate annual updates to reflect on the impact of the school's actions on its students. It makes sense that schools should regularly ask themselves questions about how they are doing and what could be done better. School self-evaluation should thus, be conducted within a coherent framework and underpinned by a set of structures that support systematic processes to collect a range of data from diverse sources and inform action to improve pupil and professional learning. The evidence within this review suggests that if individual contexts can create supportive environments, school self-evaluation has an important role to play in supporting student and professional learning (Chapman & Sammons, 2013). A self-evaluation as further indicated by Thompson (2021) means considering questions such as:

i. Where have you excelled?
ii. What achievements are you most proud of?
iii. Where do you feel you need more support?
iv. What goals do you wish you could have accomplished?
v. What would help you to accomplish these goals?
vi. What do you most like about your job?
vii. What do you most dislike about your job?
viii. What improvements could be made to make your role easier?
ix. What components of your job would you like to eliminate and why?

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x. What career goals to you hope to accomplish in the next three years?

According to the Varthana Team (2022), school self-evaluation helps in identifying areas that need growth, modification, and improvement. The focus areas can be identified by questioning techniques as follows:

- How is the school currently performing?
- What are the school's strengths and weaknesses?
- Which are the areas requiring improvement?
- What evidence is available to know the current status?
- How can the performance of the school be evaluated?
- What measures can be taken for improving the school's performance?

These are some of the kind of questions included in a self-evaluation; the ones that prompt thought about performance. The purpose of a self-evaluation is to help a school to know the extent of their abilities and to improve upon them. It can be a fundamental force in achieving school improvement, quality control and management. It aims include to aid schools and educational institutions in preparation for inspection, raising their standards, improve staff professional development, and building school capacity to respond to and manage change (Chapman & Sammons, 2013). Through school self-evaluation, one can determine how efficient and effective educational institutions including schools are in their control, management and leadership. Besides, Cambridge Assessment International Education (2018) described effective schools as those that successfully progress the learning of all of their students, regardless of background, beyond their normal, expected developmental rate of growth. Such educational institutions and schools which seem to improve and become more effective have an unrelenting focus on students' growth and development. According to MacBeath cited in Varthana Team (2022), SS-E can serve six different purposes:

1. Politics management
2. Accountability checks
3. Professional development
4. Organization development
5. Improvement of teaching
6. Enhancement of student learning

West and Hopkins also cited in Varthana Team (2022) emphasized that evaluation and improvement processes are two faces of the same constant monitoring activity. Self-evaluation becomes a sort of action research aimed at exploring the reflexive potential of schools. In fact, the implementation of school self-evaluation helps schools to develop an overview of how they are performing. The collection and analysis of self-evaluation data is useful to schools so as to gain evidence to design future improvement plans. SS-E data thus, obtained can be used not only to see how students and teachers in a particular school are doing, but also to develop an overall picture of how the schools in a specific area are performing. Schools can develop their own SS-E tool or template based on the agenda for evaluation. They can enable teachers too to participate in the same by focusing on aspects of the school that they identify as areas for quality development (Varthana Team, 2022). Self-evaluation can be used to stimulate and motivate community involvement also. Parents, pupils and governors can provide useful feedback through SSE, and help to set the agenda for school change, accountability and effectiveness. If individual contexts can create supportive environments, school self-evaluation has an important role to play in supporting school development, and students and professional learning (Varthana Team, 2022). Thus, the objectives and aims of school self-evaluation discussed below.

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**Objectives/Aims of School Self-Evaluation (SS-E)**

The main factor that makes a school standout as observed by the Varthana Team (2022) is the quality of education provided. One characteristic some of the best schools have in common is continuous self-evaluation. A school that undertakes continuous monitoring of its systems to identify the scope for improvement and implement school improvement plans tend to outshine the rest. School self-evaluation can be a fundamental force in achieving school improvement. Thus, the aims and objectives school self-evaluation intends to:

a. Impart continuous school improvement;
b. Prepare and empower the school to recognize its strengths and areas of improvement in a planned and guided manner;
c. Create a collaborative culture with the active participation of all stakeholders in making professional judgments and decisions; and
d. Facilitate the school for continuous engagement and provide direction for incremental action.

Further other objectives may include;

i. provides constant feedback regarding the effectiveness of learning.
ii. assists in the growth and development of individual learners in school.
iii. know the learners' performance and bring improvement.
iv. facilitates future work plans to be made realistically concerning both the school and learners.
v. maintains a portfolio containing both the school and learners progress.
vi. encourages thinking and reasoning on the part of learners and other important stakeholders which are vital to learning in school.

Hence, it is important to note that the main aims and objectives of school self-evaluation is to provide constant feedback, and to discover learners' performance and bring about school improvement (Testbook Edu Solutions, 2022). It is likewise, an important means for determining quality control in the management of any educational system and school.

Given the above objectives, the basic rationale which warrants school self-evaluation as highlighted by the Varthana Team (2022) are as follows:

a. Schools as a whole should engage in the self-evaluation process. All the stakeholders including the head teacher/ principal, teachers, students, parents, members of the SBMC (School Based Management Committee), and members of the immediate community should participate in the self-evaluation process.
b. Rigorous self-evaluation helps schools to improve; it should not be undertaken solely for the purpose of inspection.
c. Schools should shape for themselves a process that is simple and integrated with their routine management systems.
d. Schools must listen to, consider and do something about the views of their stakeholders.
e. The school's recorded summary of its self-evaluation process (self-evaluation form) should be updated at least annually and include information about the impact of its action on learners; assertions and lists of initiatives are not helpful.
f. School self-evaluation should be considered a continuous process. It is most effective when it is integrated into the day-to-day functioning of the school. The duration of the self-evaluation process may range from 2-6 months according to the context, size, and needs of the school.
g. School self-evaluation needs to focus on the following themes:

- developing a framework for self-evaluation
- developing a structure for self-evaluation
- listing participants in self-evaluation
- collecting and using data for self-evaluation

- making use of external perspectives in self-evaluation
- school can use a self-evaluation instrument – sample tool

**Principles of School Self-Evaluation (SS-E)**

Self-evaluation in education is crucial for effective quality control and management of the education system in Nigerian. Villegas (2023) opined that educational self-evaluation is acquiring and analyzing data to determine how each student's behaviour evolves during their academic career. Self-evaluation is a continual process more interested in a student's informal academic growth than their formal academic performance. It is interpreted as an individual's growth regarding a desired behavioural shift in the relationship between his feelings, thoughts, and deeds. Examining the success of programme interventions is part of educational self-evaluation. When it comes to education, these usually have to do with learning (like reading), behavioural, emotional, and social development (like anti-bullying programmes), or more general issues (like changes to the entire school system, like inclusive education), all these forms importance scope in self-evaluation. The practice of determining something's worth using a particular appraisal is called evaluation and should be guided by several principles.

These principles as highlighted by Villegas (2023) include the following:

1. **The Principle of Continuity:** This principle states that self-evaluation is a continuous process as long as students are in school. Evaluation in education must form an integral part of the teaching-learning process. Whatever the learner does should be evaluated every day. Only then could the learner have a better grasp of the language.
2. **The Principle of Comprehensiveness:** When we say "comprehensiveness," we look at all aspects of the learner's personality. Self-evaluation should care about both the learners', staff and school development in all areas.
3. **The Principle of Objectives:** Self-evaluation should be based on the goals of education. It should help determine where the learner's behaviour and school need to be changed or stopped.
4. **The Principle of Learning Experience:** Self-evaluation is also related to the learner's experiences. In this process, we do not just look at the learner's school work alone but his extracurricular activities. Both types of activities can help learners gain more experience.
5. **The Principle of Broadness:** Self-evaluation should be broad enough to embrace all elements of both the students and school life in aspects of curriculum, learners' achievements, resources, management and leadership, guidance and care services, among others (Federal Ministry of Education, 2014 & 2016).
6. **The Principle of Child-Centeredness:** Here, this principle states that the child (that is learner) is at the center of the evaluation process. The child's behaviour is the most important thing to look at when judging. It helps a teacher know how much a child or learner can understand and how valuable the teaching material is. In essence, externally, during self-evaluation, both the school and learners remain the center of focus.
7. **The Principle of Application:** During the teaching and learning process, a child may learn many things, but they may not be helpful in everyday life. If he cannot use it, then it is useless to find. It can be seen through self-evaluation. Self-evaluation decides which student is better at using his knowledge and

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understanding in different situations to help him succeed.

Given the above principles, school self-evaluation has a broad scope and it is equally beneficial to both schools' quality control and management for their own self-improvement including the attainment of educational goals and objectives. Both the scope of school self-evaluation and the general benefits of self-evaluation have been discussed further in the subsequent sections.

**Scope of School Self-Evaluation (SS-E)**

Villegas (2023) opined that educational self-evaluation is acquiring and analyzing data to determine how each student's behaviour evolves during their academic career. Self-evaluation is a continual process more interested in a student's informal academic growth than their formal academic performance. It is interpreted as an individual's growth regarding a desired behavioural shift in the relationship between his feelings, thoughts, and deeds. Examining the success of programme interventions is part of educational self-evaluation. When it comes to education, these usually have to do with learning (like reading), behavioural, emotional, and social development (like anti-bullying programmes), or more general issues (like changes to the entire school system, like inclusive education), all these forms importance scope in self-evaluation. The scope of school self-evaluation however, can be broad and wide. The following are the key areas of self-evaluation necessary for quality control in the management of educational system indicated by Varthana Team (2022) as prescribed by the policy:

1. Quality of teaching and learning, and educator development
2. Curriculum provision and resources
3. Learner achievement
4. Basic functionality of the school
5. Leadership, management, and communication
6. Governance and relationships
7. School safety, security, and discipline
8. School infrastructure
9. Parents and community

Discussing and using an illustrative diagram to identify the scope of self-evaluation, Cambridge Assessment International Education (2018, 1-5) indicated that the scope of school self-evaluation covers the following domains and standards, which equally stands as basis of school evaluation and assessment for quality control and management in Nigerian education system. This has been represented in figure 1 below.

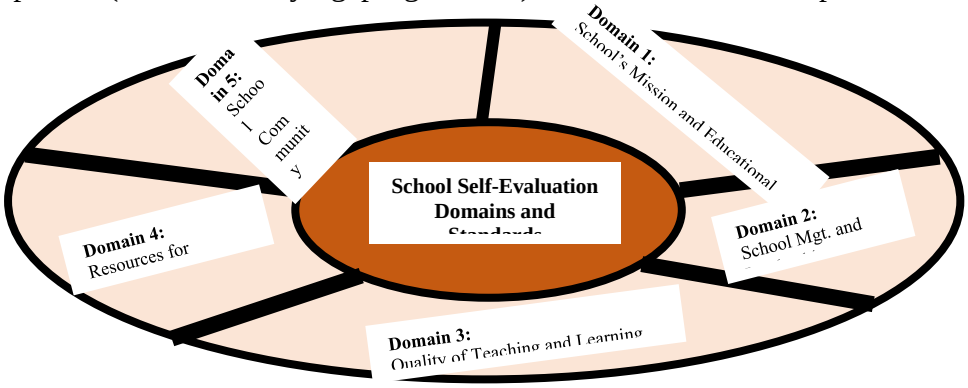



**Figure 1:** The School Self-Evaluation Domains and Standards

Source: Adapted from *Cambridge Assessment International Education (2018, p.2). School self-evaluation. https://www.cambridgeinternational.org/support-and-training-for-schools/school-self-evaluation/.*

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**Domain 1**: **The School's Mission and Educational Values**

Standard 1 The school has a clear mission and vision statement underpinned by its educational values.

Standard 2 The culture of the school focuses strongly on student growth and the realisation of their potential in all areas of development.

Standard 3 The actions of the school leaders and teaching staff are consistent with the school's values and philosophy.

Standard 4 The school promotes intercultural understanding, celebrates diversity.

**Domain 2**: **School Management and Leadership**

Standard 1 The school principal and leadership team have the appropriate knowledge, skills and experience to lead the school effectively.

Standard 2 The school leadership team promotes high-quality educational programmes and activities for all students and tracks individual growth.

Standard 3 The school culture is inclusive and supports all students and staff in their learning and development.

Standard 4 All members of staff are supported through a performance and development programme which focuses on continuous improvement.

Standard 5 The leadership team has a clear process for evaluating programmes and developing school-wide improvement strategies.

Standard 6 Teachers and staff have a clear sense of their shared purpose and mission.

Standard 7 Students and staff feel valued and are treated with dignity and sensitivity

**Domain 3: Quality of Teaching and Learning**

Standard 1 The school's written curriculum is fully articulated and made available to the school community.

Standard 2 The school is committed to an ongoing and rigorous review of its academic programme to ensure quality outcomes for all.

Standard 3 Teachers and teaching are of an excellent quality and are enhanced by systematic, high-quality professional development opportunities.

Standard 4 The teaching and learning programme caters effectively for individual student needs.

Standard 5 Formative assessment (assessment for learning) is embedded into classroom practice throughout the school.

Standard 6 Students at the school are actively engaged in their studies, think reflectively, and exhibit a love of learning.

Standard 7 Students demonstrate behaviours and attitudes that are consistent with the school's mission and values.

Standard 8 Student transitions from year to year are managed effectively and seamlessly.

**Domain 4: Resources for Learning**

Standard 1 The school is a safe and secure place in which students can learn.

Standard 2 The school's resources are sufficient to support a high-quality teaching and learning programme.

Standard 3 The school uses resources sustainably and in turn encourages students to take responsibility for the local and wider environment in which they live.

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**Domain 5 School Community Engagement**

| | |
|---|---|
| Standard 1 | School parents are actively engaged in the life of the school and have regular opportunities to contribute their knowledge and expertise. |
| Standard 2 | Parents receive regular reports about the progress of their children in academic domains as well as other areas of development. |
| Standard 3 | Parents are perceived as co-partners in their children's learning. |
| Standard 4 | The school engages with and mobilizes relevant individuals and groups within the community and welcomes them as co-contributors to the life of the school. |

Goldstone (2022) similarly pointed out the six common elements found across effective evaluation systems relatively to the scope of school self-evaluation and they are:

a. school leadership
b. a national support system
c. school culture
d. evaluation literacy and data use
e. critical perspective
f. stakeholder engagement.

For Goldstone, school leaders are significant actors in school evaluation, school quality control and management, and likewise, in the development of local capacity in conducting self-evaluation. It is for this reason that in Ontario, for example, a leadership framework was developed to cultivate the core leadership capacities needed in a self-improving education system. Leaders need to be able to:

a. set clear and workable goals for improved practice
b. align resource allocation with school improvement priorities
c. promote collaborative school learning cultures
d. use and encourage the use of data effectively
e. engage effectively in critical conversations for school improvement.

Crucially, school leaders must embody commitment to the process of evaluation and evidence-informed practice, which is best demonstrated via allocation of resources (time, financial, training) to enable staff engagement. In addition, it is important to embrace a more *dispersed* approach to leading, which seeks to empower local actors – including teachers, students and parents – to own school improvement alongside school leadership. School leaders must also be supported at the national level, through a range of instruments to enable school self-evaluation (see figure 2). Decentralized decision-making can empower local actors to have autonomy to act on self-evaluation findings. As part of this decentralized approach, the school self-evaluation system must have mutually reinforcing internal and external accountability measures.

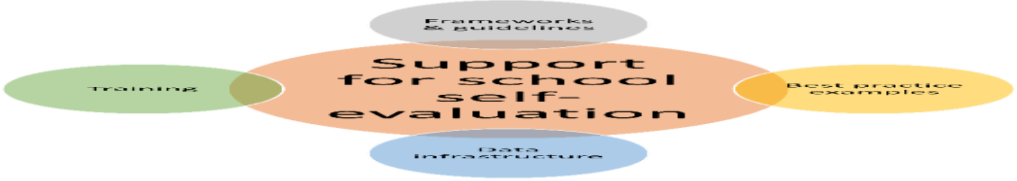



**Figure 2:** A decentralized approach to support school self-evaluation at the national level
Source: Adopted from Goldstone, R. (2022). *School self-evaluation for school improvement: Principles of effective practice.* https://www.bera.ac.uk/blog/school-self-evaluation-for-school-improvement-principles-of-effective-practice.

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Schools must also be incentivized to self-evaluate for school quality control, management and improvement. In Singapore, for instance, schools are mandated to complete self-assessment, while national awards celebrating good practice is another successful option. Self-improving schools require a culture that is committed to and recognizes the value of self-evaluation in its own right, not as a precursor to external inspection (Macbeath in Goldstone, 2022). Collaboration is fundamental to self-improving school cultures. Embedding collaborative reflective practice – such as peer review and learner feedback – allows all stakeholders to feel valued when contributing to school improvement. For instance, Singapore and Estonia, both of which use self-evaluation in their efforts to achieve school improvement, management and quality control system, have significantly higher levels of participation in self- or peer-to-peer observation compared to OECD (Organization for Economic Co-operation and Development) and TALIS (Teaching and Learning International Survey) averages. Besides, the Teaching and Learning International Survey (TALIS) is a five-yearly survey of teachers' and leaders' attitudes to their working conditions and learning environments in thousands of schools across nearly 50 countries. The latest survey was conducted by the Organization for Economic Cooperation and Development (OECD) in 2018 (OECD, 2020).

More so, the school culture should recognize the importance of evidence and data use for school improvement and self-evaluation – to be *evaluation and data literate*. This will mean that sufficient resource is devoted to the training of staff and students in collecting, analyzing and using data. Many leading systems in school self-evaluation make use of a diverse suite of data types, including achievement scores, student and parental feedback, and observations, in addition to more everyday reflective practices (such as note-taking). As a result, part of the culture change in schools must be a recognition of the value of different types of data for different areas of school practice. Effective school self-evaluation should also be characterized by a receptiveness to critical perspectives. While critical voices are often external to the school (for instance, a critical friend), school leadership and staff can also provide reflective feedback on individual and school practice. Being open to critical perspectives is important because they can usefully provide impartial feedback and examples of good practice observed elsewhere in the school system. Swaffield and MacBeath cited in Goldstone (2022) explained that critical friends are most effective in supporting school improvement when solicitation is voluntary, and the relationship is prolonged and mutually conceived. Finally, enabling all school stakeholders to participate and be regularly updated of progress towards school improvement goals is paramount, and forms a vital part of inclusive leadership and school culture. This means that the board of trustees, teachers, students, parents and non-teaching staff are given the opportunity to engage (Goldstone, 2022).

**General Benefits of Self-Evaluation (SS-E)**

With an aim of achieving quality education through continuous improvement, school self-evaluation becomes a mechanism through which a school can review the effectiveness of its work. A well-planned and structured school self-evaluation process helps to create an appropriate climate that can support school communities to address both internal and external demands. A systematic and holistic approach to school management and organization is necessary if school improvement planning is to be considered one of the most significant tools to enhance efficiency, improve communication, nurture a culture of collegiality

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and increase participation among the different stakeholders. Performing a school self-evaluation is one of the proactive ways to articulate what a school has accomplished, pinpoint the areas in which it might need to improve, and determine the steps it will take to do just that. Self-evaluation is one means of ensuring that all educational institutions and schools establish an effective quality control system in their management. It shares important benefits to both employers (managers) and employees.

Thompson (2021) opined that, employers and managers benefit greatly from employee self-evaluation. When an employee self-evaluates, managers are able to gain insights into how employees feel about their work and how they fit into their team. They can get a real sense of how employees view their jobs. It highlights misunderstandings and employees also get to feedback to managers what motivates them. It gives managers a much broader perspective to work with and helps them to see the employees' side of the story – it is inevitable that there will be some differences between the view of an employee and the person who manages them. But many great ideas about how to resolve productivity hitches can come from employees. When managers have a clear picture of what makes an employee tick, they can incentivize individually to help each team member achieve the goals they have set themselves. It means managers can direct tasks in the future that play to a person's strengths and ensure training and support is put in place to address weaknesses. The biggest benefit for employers is the confidence it gives to employees. The continual process of self-evaluation by employees and subsequent individual growth is hugely valuable to all. Self-evaluation and continual feedback contribute hugely to a culture of trust and engagement – the linchpin of business success. One of the most important aspects of self-evaluation to employees is the autonomy it provides. The process discourages micromanagement from team leaders, which we all know is a stifling drain on productivity. Employees who self-evaluate and are free to make their own choices about how they go about their responsibilities are happier, more committed, more productive and more loyal (Thompson, 2021). According to Indeed Editorial Team (2022), school self-evaluation can be of significant benefit to the employees of an organization. Its benefits and advantages to employees may include the following:

a. **More ownership**: The self-evaluation method allows employees to take control of their appraisal and feedback review. This is because the employees take an active role in evaluating their performance and recalling the tasks and projects they have completed when self-evaluating. Self-evaluations also encourage employees to evaluate their work using data and tangible metrics. Actively participating in the appraisal system means employees play an important role in shaping their performance appraisals rather than simply being a recipient of feedback. This ownership helps employees take more responsibility for their actions and operate with diligence.

b. **Provides a basis for planning goals**: Employees can use self-evaluations as a basis for creating future goals and objectives. Self-evaluation assessments make employees aware of their flaws in the workplace so they can work on improving them. For instance, employees may decide that they want to manage their time more effectively or put forward for more projects so they can broaden their skills. Drawing these conclusions from their own self-evaluations facilitates better planning and allow employees to create a clear road map for self-development.

c. **Identifies discrepancies:** It is essential that employees and their employers agree on their

performance appraisal and how they can build on their contributions to the workplace. Performing their own systematic review is the only way to determine whether their perceptions match those of the employers about their performance. If there are discrepancies between their review and the feedback of their manager, this creates grounds for more productive discussions. It could be that there is a communication issue or that they have rated themselves too highly. Either way, this element of the self-evaluation process allows employees to correct these discrepancies.

d. **Engages employees:** Self-evaluation assessments help foster a more collaborative performance management process. This is because they open up a two-way dialogue between employees and their managers, thereby making employees feel valued. A collaborative performance management system also gives employees an active role within the organization, which makes them feel integral to the company's success. This means they are more likely to take a proactive approach to assist in future company decisions and share in the business success.

e**. Serves as a basis for promotion:** A good self-evaluation could prompt managers to boost employees' salary, offer a workplace promotion or even extend their contract. Self-evaluations ensure employees are recognized for their hard work and achievements as they allow employees to boast about their contributions to the workforce. So, while they allow employees to plan for the future, self-evaluation assessments can also be a deciding factor when it comes to career progression opportunities.

f. **Better communications**: Self-evaluation assessments allow employees to discuss topics, problems or opportunities that they think are worthwhile with their employer. This means employees can direct conversations and hold more effective communications with managers on subjects that matter to them. Managers are not likely to consider personal metrics or factors when determining what is best for their employees or selecting training opportunities. Self-evaluations enable employees to make suggestions that they think may increase their performance ratings so employers can tailor their approach according to each employee.

g. **Drives motivation:** Employees can use self-evaluations to bring their successes over the year into focus and motivate them to continue with the hard work. This is important, as many employees tend to focus on their failures rather than their successes, causing them to downplay their professional contributions to the workplace. Self-evaluations serve as a morale boost for employees and motivate them to make fewer mistakes.

In the teaching-learning process, educational self-evaluation is crucial since it serves a common goal. Villegas (2023) marked the important benefits of self-evaluation in teaching and learning as including the following;

a. **Diagnostic:** Self-evaluation is a thorough, ongoing process. It aids a teacher in identifying problems and aids a teacher in solving problems with his students.

b. **Remedial:** By remedial work, we imply the appropriate resolution is found once issues are identified. The development of a student's personality and the desired change in behavior can be achieved with a teacher's help.

c. **To make education goals clear:** It is also crucial to define the goals of schooling. The purpose of education is to alter a student's behaviour. A teacher can demonstrate how a learner's conduct has changed through evaluation.

d. **It offers guidance:** A teacher can only provide advice if he is adequately informed about his students. And only after a thorough assessment that considers all aspects of aptitude, interest, intelligence, etc., can counsel be provided.

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e. **Classification aid:** Self-evaluation is a way for teachers to classify their students (learners) and assist them by determining their student's intelligence, ability, and interest levels.

f. **Beneficial for improving the learning and teaching process:** A teacher can enhance a student's personality and learn through evaluation, and he can also know the effectiveness of his instruction. As a result, it aids in enhancing the teaching and learning process.

From the foregoing discussions, it is to note how self-evaluation can effectively be conducted.

**How Can Self-Evaluation Be Effectively Conducted?**

Given the above general benefits, it is important to note the several key points on ways of conducting effective self-evaluation in every organization including the school or an educational institution. Some of these best practices to follow to guarantee that self-evaluations are most effective as pointed out by the Indeed Editorial Team (2022) include the under listed:

1. **Determine the purpose of the self-evaluation**: Ask your supervisor or manager what they intend to use your self-evaluation appraisal for. It could be the manager intends to use them to make decisions about internal promotions or bonuses. Knowing the purpose of the self-evaluation means you can make more effective decisions about what tone to use and how your answers affect your career.

2. **Outline your career map:** Self-evaluations offer the opportunity to reflect on how you are doing in your career rather than just your current position. Use your appraisal to determine how your current role fits in with your long-term career plan and what you can do to progress to the next stage. Making managers aware of your career plan means they're more likely to consider you for relevant advancement opportunities in the future and implement training sessions that allow you to reach your targets. Outlining a career map also ensures you have clear and tangible expectations in place regarding your future.

3. **Detail how to handle your shortcomings**: It is essential that you complement your shortcomings with steps you plan to take to limit them in the future. Use developmental language to communicate that you recognize your weaknesses and show you're dedicated to improving your performance in certain areas. For instance, you may notice that you lack technical skills when it comes to working on digital projects. You can use your self-evaluation form to state your goal is to take advanced courses in digital formats and coding to improve your subject knowledge in this area.

4. **Stay positive**: Write down all your positive contributions on your self-evaluation assessment and how the company has contributed to them. Make sure these positive comments outweigh your areas for improvement section to highlight your value to the company. It is also essential that you do not use your areas for improvement section to attack other employees, managers or business partners. This is unprofessional and could have negative consequences.

5. **Ask the right questions:** There are several questions you can ask yourself to perform a successful self-assessment. Make sure you provide impartial and honest answers to these questions for ultimate success. Some potential questions to ask yourself include:

'What career goals do you hope to accomplish in the next three years?'

'What would help you to accomplish these goals?'

'What could I have done better this year?'

'What improvements could help make your role easier?'

'What are my strengths?'

6. **Ask for training:** Be specific about what training opportunities you think could help with your self-development. This shows managers you

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know what direction you want to grow in and have a realistic plan for how to get there. Consider asking for specific training opportunities, the chance to attend certain conferences or to perform certain group exercises in the workplace.

7. **Keep an open dialogue:** Ensure you facilitate open dialogue in your self-assessment so you can hold more meaningful discussions with your supervisor or manager. You can do this by identifying how your performances contribute to the business and asking managers how they think you're performing. It could be they want you to focus on a specific segment of your job more exclusively or use your successes to teach others who are failing in the same area.

8. **Ask for guidance and direction**: Asking your supervisors for guidance and direction is a good way to demonstrate your commitment to improvement. It also helps set up a schedule for continuous review and assessment. Remember that your performance affects managers and the business, so your supervisors are more than happy to offer you wisdom and guidance where necessary.

**Relevance of School Self-Evaluation for Effective Quality Control in the Management of Nigerian Educational System**

School self-evaluation empowers the school community to identify and affirm good practice, and to identify and take action on areas that merit improvement. It is primarily about schools taking ownership of their own quality control system, development plan and improvement (Department of Education & Skills, 2016). The Education Bureau (2018) showcased that school self-evaluation is relevant for effective quality control in the management of any educational system. For a school to become a learning community, it needs to enhance its own learning capacity such that the whole school seeks organizational improvement continuously. Before any improvements can be made, the first thing is to do introspection (self-examination). In other words, all changes should be based on objective and reliable evidence of the school performance. Self-evaluation thus becomes a necessary mechanism to manage changes in the school organization (Department of Education & Skills, 2012). It should be noted that effective school development, quality control and school improvement in the management of the educational system cannot be simply copied and imposed from outside. That is, educational stakeholders and regulatory agencies cannot rely only on information from external evaluation, there is need for schools to conduct an internal or self-evaluation using the SEF (Self-Evaluation Form) to gather information that will aid and support external evaluation. In undertaking self-evaluation, stakeholders at a school will be able to understand the current situation, including the strengths and area for development (weaknesses), opportunities and threats to their organization so as to be able to determine the goals and to develop the strategies for achieving the goals. It should also be noted that schools can empower themselves to do school-based self-evaluation in order to benefit maximally from Whole School Evaluation – WSE which consist of self-evaluation - SE and external evaluation – EE (FME, 2016; Setlalentoa, 2014). According to the FME (2016), the concept of Whole School Evaluation (WSE) is the cornerstone of the quality assurance (QA) and control strategy. It is one of the emergent frameworks for education QA and quality control globally. The process is a very interactive procedure, which includes both School Self-evaluation (SS-e) and External Evaluation (EE). WSE also helps schools to constantly and internally improve the quality of their performances. This is achieved by SS-e leading to high quality development and planning. SS-e is validated and enhanced through EE carried out by trained and

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accredited team of QAEs who are experienced education professionals. The inclusiveness of WSE and its pursuit of improvement reduces the opportunity for schools to blame someone or something else for negative judgments as they often did following traditional inspection. Thus, it ensures that the focus of everyone is on the quality of education. It is comprehensive as it focuses on the teaching and learning condition of the school and covers all areas of school life and work as detailed in the ES. This evaluation is part of a new cycle of QA in schools that includes SS-e as well as EE. Furthermore, the five key points of school self-evaluation relevant for implementation of effective quality control system in the management the Nigerian educational system as further indicated by the FME (2016) necessary to note, includes that:

i. It is rigorous. SS-e helps schools to improve;
ii. the most effective process of SS-e is the one that is simple to use and is integrated into the school's routine management systems;
iii. schools must listen to and consider the views of their stakeholders, for example, teachers, learners, parents, School Based Management Committee (SBMC) and/or other community groups;
iv. the outcome of school's SS-e process should be up-dated at least every school year and should include information about the impact of the school's actions on learners; and
v. assertions and lists of initiatives are unhelpful and should be discarded.

Thus, the SS-e schedule must cover certain areas or aspects of the school programme such as: learners' achievement, standards and behaviour, learners' personal skills and participation, the quality of teaching and learning, quality of curriculum and other activities, quality of care, guidance and safety, the learning environment and leadership and management (FME, 2016).

Schools should self-evaluate all they do, but not necessarily all at once. Schools need to evaluate how well learners perform in terms of: i. the overall standards they attain;
ii. the standards attained by different groups such as girls and boys, those from different ethnic backgrounds, the gifted, learners in public care, the talented and those with other special needs;
iii. the progress made by different groups of learners over time - for example, at different stages; and
iv. their personal skills and participation.

Schools should also assess the quality and impact on standards of:
i. the quality of education – Teaching and learning, the Curriculum and other Activities, Care, Guidance and Safety, and the Learning environment;
ii. leadership and management at all levels including the influence of the SBMC or other community bodies; iii. features and objectives which are special to a school; and
iv. the links between the school and other providers, services, employers and other organizations.

School need to evaluate the development plans they have implemented, strategies for improvement, whether resources are being effectively used and in particular, the impact of action taken on the learning and well-being of the learners (FME, 2016, p.35).

The basis for collection of information using self-evaluation procedure in all the aspects as further highlighted by the FME (2016, p.18-30) are as follows:

For learners' achievement, standards and behaviour, including learners' personal skills and participation, the self-evaluation procedure includes, evaluating:
i. the extent of learners' spiritual, moral, social and cultural development;

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ii. the extent to which learners adopt healthy and safe lifestyles;
iii. how well learners enjoy their education;
iv. the attendance of learners at school;
v. the behaviour of learners;
vi. the extent to which learners make positive contribution to the community;
vii. how well learners develop workplace and other skills that will contribute to their future economic well-being; and viii. the extent to which learners participate in decision making on improving their school and in matters which affect them.

For self-evaluation of the quality of teaching and learning, it is important to evaluate how effective the teaching and learning are in meeting the full range of learners' needs and the extent to which learners:

i. acquire new knowledge and skills in their work, develop ideas and understanding;
ii. show engagement, application and concentration, and are productive; and
iii. develop the skills and capacity to work independently and collaboratively.

For self-evaluation of the quality of curriculum and other activities, it is important to evaluate how well do the Curriculum and Other Activities meet the range of needs and interest of learners; likewise, the extent to which:

i. the school provides a broad range of curricular opportunities that cater for the interests, aptitudes and particular needs of learners;
ii. school provides opportunities for learners to participate in co- and extra-curricular activities;
iii. the curriculum is responsive to local circumstances and meets external requirements; and
iv. schools (public and private) use the Nigerian curriculum.

For self-evaluation of the quality of care, guidance and safety, it is important to evaluate how well the school:

i. ensures learners' care, welfare, health and safety;
ii. ensures that learners work in a healthy, non-violent and safe environment;
iii. ensures that learners have space to articulate their concerns on matters which affect their attendance and learning;
iv. provides support, advice and guidance for learners, based on the monitoring of their achievements and personal development;
v. knows how to respond to and report issues of violence, abuse and conflict which may affect access to learning; and
vi. seeks to involve learners in its work and development.

For self-evaluation of the learning environment in school, it is important to evaluate how well the quality of the learning environment contribute effectively to learners' progress and achievement, including:

i. How the school environment is conducive to learning.
ii. The extent of adequacy of learning equipment and other facilities.
iii. Usage of ICT in the school.

For self-evaluation of the leadership and management, it is important to evaluate the quality of leadership and management of the school, particularly by the principal/head teacher, senior team/line management and those with responsibilities including learners and other stakeholders, in order to discover whether they focus effectively on learners' learning and achievement and:

i. how effectively the school utilizes human and material resources to improve learning outcomes;
ii. how effectively performance is monitored and improved through SS-e;
iii. how effectively leaders and managers at all levels clearly direct improvement and set clear priorities and targets SDP (School Development Plan);

iv. the extent to which leaders and managers promote the well-being of learners through high quality care, education and training;
v. the extent to which leaders and managers prevent and respond promptly to incidences of violence/harassment/abuse in the school and report these appropriately;
vi. how well equality of opportunity is promoted and discrimination is tackled so that all learners achieve as well as they can;
vii. the support and challenge provided by the SBMC; and
viii. how leaders are made accountable for their different roles.

For overall school effectiveness and quality control in the management of Nigerian educational system, it is important to evaluate: how effective, efficient and inclusive the school is, in meeting the needs of learners taking account of: a. Outcomes for learners; b. The quality of provision; and c. The effectiveness of leadership and management. From the literature, it is evident that school self-evaluation has a critical part to play in assisting with all aspects of quality in the Nigerian schools. However, school self-evaluation is of great relevance to effective quality control in the management of Nigerian educational system as observed by the Education Bureau (2018) and FME (2016) in the following manner:

a. **Direction and strategy for improvement**: Each school is unique and has an individual approach to achieving its control, improvement and development goals. Therefore, there is no general blueprint for all schools to follow. Consequently, schools must unite their teams and motivate them to be progressive. They must identify their strengths and weaknesses and ascertain the source of problems in order to find an appropriate direction for their effective control, management and improvement.

b. **Empowerment of the school**: Staff involvement in SSE will improve their communication in management and collaboration in achieving sustainable development in school. It will motivate employees to initiate improvements, strengthen their sense of ownership in the schools' policies and measures, and build team spirit and a self-management culture. This will make them be more willing to meet challenges and pursue excellence.

c. **Accountability:** Schools have their own mission and vision. They must also be accountable to children, parents, teachers, the School Based Management Committee (SBMC), sponsoring body, regulatory agencies and other stakeholders. Through SSE, schools can report to these stakeholders on their work effectiveness in various areas thereby realizing the spirit of accountability. This process can also be used to support the external evaluation (FME, 2014; Setlalentoa, 2014).

d. **School development in line with social development**: In a rapidly developing society, SSE can help schools assess their situation and take timely and appropriate measures that match their development needs.

e. SS-e is not an activity carried out just once. It is continuous and is at the heart of the school improvement process. School leaders should ensure that they have simple and effective systems of SS-e in place, which allow them to collect appropriate evidence over time as part of the cycle of development and review. In this way, rigorous SS-e and the judgments derived from it can be integrated within their day-to-day management, especially in relation to:
i. how the review of staff performance, including continuing professional development, contributes to improvement in teaching and learning;
ii. how well subject areas and departments interact to share good practice and learn from one another; and

iii. how assessment and target setting support learners' academic and personal development (FME, 2016, p.37).

**Challenges/Constraints to Effective School Self-Evaluation in Nigerian Educational System**

There are several systematic challenges or constraints to effective school self-evaluation in the Nigerian educational system. These challenges range from inadequate funding for SSE, to lack of stakeholders' awareness about SSE, inadequate resources for SSE, inadequate time to conduct the process in school, school administrators' inability and negative attitude towards SSE, inconsistency in conducting SSE regularly in school and their lateness even if they are to be carried out in schools, non-involvement of important school stakeholders in SSE leading to poor/lack of knowledge about the process, lack of implementation of SSE results and report, inability to apply evaluative techniques during SSE, among others. Scholars like Setlalentoa (2014) observed that such factors which includes inadequate funding of projects, poor mobilization of resources, lack of involvement of educators in the SSE process, lack of appropriate follow up after SSE, and lack of collaborative culture, were constraints to effective school self-evaluation in the Nigerian educational system. From the research findings of Setlalentoa (2014) study, the educators generally agreed that decision-making power was dominated by a few personnel in the school, in particular, the School Management Team (SMT), made up of the principal, deputy principal and heads of departments, as such, this impedes on the supportive climate and the establishment of a learning community within school which could have allowed dialogues and discussions for the educator's learning. When asked about SSE and their involvement in the process, some of the participants responded that they personally did not know exactly what SSE was all about. They were never involved with SSE. Even the educators that were given forms to fill by their principals, did not know what to answer because some questions on the form were not easy to understand not to mention to answer. It is evident that majority of the educators interviewed were not informed and involved in SSE. Lack of appropriate follow-up after SSE was seen as another major perceived constraint. For Setlalentoa (2014) study, most of the educators indicated that there was no sufficient report back and follow-up discussions with the educators and other stakeholders after SSE and those more follow-up discussions were necessary. Educators generally found that time allocated for SSE in most of the schools was inadequate. Again, because educators seem to be sidelined when it comes to SSE, and only School Management Teams were actually involved in the self-evaluative process, this lack of collaborative culture set barriers to educator sharing activities and thereby inhibiting educator's institutional learning from the school hence teachers' professional development. Therefore, it can be concluded that school leadership and management, educator's work culture, together with school administration, intertwine and seemingly exert influence on the learning environment of a school. Professional learning from SSE appears to be much affected by the learning environment nurtured by the school. It is evident that inadequate school leadership, lack of collaborative culture and the educator's negative attitudes towards SSE were all perceived to be the barriers to professional development during the implementation of SSE (Setlalentoa, 2014). The research findings of Setlalentoa study also revealed that collaboration was lacking in most schools, and this the lack of sharing could possibly inhibit educator's collaborative learning from SSE and their professional growth could be much impeded in such a learning environment. Furthermore,

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Madikida (2016) and Osiesi (2023) identified the challenges to effective SSE as follows; that there is lack of teacher training and development from the Ministry; as a result, schools do not conduct SSE. This lack of training equally resulted into stakeholders not been involved in SSE process. Other challenges include, lack of leadership and management, inadequate monitoring and evaluation tools, lack of resources, lack knowledge about SSE, poor working conditions, lack of follow-up, irregular use of SSE programme in school, ineffective use of the SEF during SSE, poor communication of the SSE results to education stakeholders and non-implementation of SSE policy in schools. Unless these systemic challenges or constraints are addressed, it is unlikely that SS-E can lead to effective quality control and improvement in the management of schools. Hence, the strategies pointed out below as way forward for promoting the implementation of school self-evaluation for effective quality control in the management of the Nigerian education system discussed below.

**Strategies for Promoting Implementation of School Self-Evaluation for Effective Quality Control in the Management of Nigerian Educational System**

Several strategies will aid promoting implementation of school self-evaluation in the Nigerian educational system and they are as follows;

1. Constant support from the government through adequate funding for provision of quality learning environment (in areas of quality teaching and learning, care and guidance, etc) that will enhance implementation SS-E in schools.
2. Adequate mobilization of resources and facilities to support school activities necessary for effective implementation of school self-evaluation projects in schools.
3. Organizing constant orientation and induction training or other forms of capacity building programmes for school heads and administrators to boost their competence in implementation of SS-E model in school.
4. Creating awareness on the various aspects and domains of SS-E to the school management including teachers, students and other stakeholders using various in-service training and retraining programmes which will also lead to effective implementation of the process in schools.
5. Encouraging active participation or involvement of the local community, SBMC and external stakeholders by administrators from the planning stage to execution stage for significant inputs and contributions which is important for effective implementation of SS-E in school.
6. Updating the SEF in line with the normal cycles of school improvement every academic year.
7. Constant observation of teaching and learning including the evaluation of how well the evidence gathered is used to bring about improvement in performance as well as the well-being of learners. In essence, schools should be encouraged to continue using the Performance Indicators to conduct a holistic review on their current state of performance, with focuses on previous year's work plan, learning and teaching, and support to students and teachers, etc. Schools should be free to organize their SS-E findings across domains.
8. School self-evaluation cannot be complete without utilizing the results and reports from the process to work out functional school development plan to improve quality and standards.
9. The staff performance appraisal of SS-E should be focused on bringing about school

improvement and on the professional development for teachers.

10. There is need to conduct pre-test on school self-evaluation before undertaking the actual evaluation. This will enable to create awareness for all stakeholders and personnel within the school environment on the modalities and total SS-E process.

**Conclusion**

School self-evaluation is on way to ensure that a high degree of quality and standardization are provided and maintained in all services, activities and systemic operations of the Nigerian educational system. The present literature extensively discussed issues in connection with the relevance of school self-evaluation for quality control in the management of the Nigerian educational system looking at a few basic terminologies, including the principles, scope, general benefits and rationale for SS-E. The literature further delved into discussing the relevance of school self-evaluation for effective quality control in the management of Nigerian educational system, including the challenges and constraints to effective school self-evaluation; which equally led to suggesting various strategies for promoting implementation of school self-evaluation for effective quality control in the management of Nigerian educational system. From all indications, it is crucial for all education stakeholders and practitioners to focus priority attention to the SS-E method which is essential for effective quality control and management, maintaining high standards in services and operations, determination of institutions strengthens and weaknesses, and achievement of educational goals and objectives in the Nigerian educational system.

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