

UNIVERSITY OF EDUCATION, WINNEBA

ASSESSING THE EFFECTIVE USE OF SCHOOL SELF- EVALUATION TOWARDS
THE IMPROVEMENT OF ACADEMIC PERFORMANCE IN PRESTEA HUNI-
VALLEY DISTRICT

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**A Project Report in the Department of Educational Leadership, Faculty of
Educational Studies, submitted to the School of Graduate Studies, University of
Education, Winneba, in partial fulfilment of the requirements for the award of the
of Master of Arts (Educational Leadership) degree**

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DECLARATION

STUDENT'S DECLARATION

I, ALICE BAPONO, declare that this project report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work and that it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE

DATE

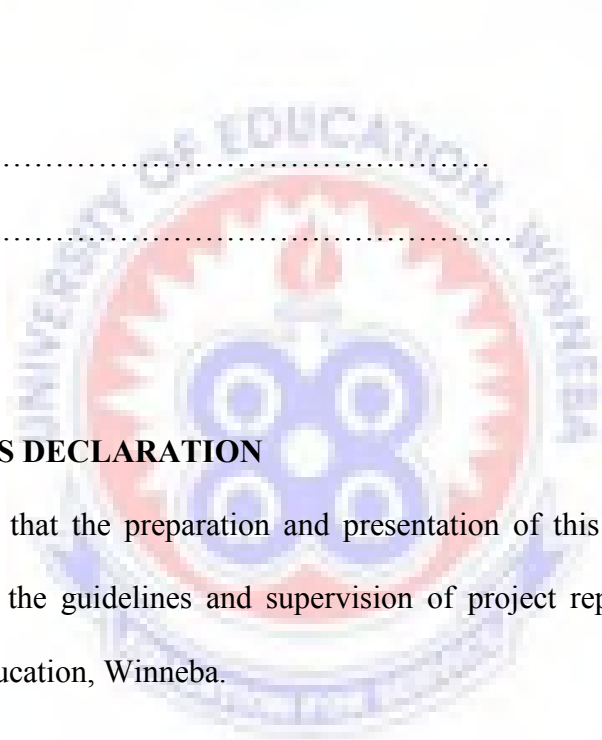
SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines and supervision of project report as laid down by the University of Education, Winneba.

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DATE:



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Finally, to all the authors whose work I consulted in this thesis, I remain grateful for the permission. While expressing my sincere thanks unto all and sundry, I wish to take sole responsibility for any frailty in this report.

DEDICATION

To my dear parents Mr and Mrs Fans Bapono and to all my siblings.



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ABSTRACT

The study critically assessed the effective use of school self- evaluation towards the improvement of academic performance in Prestea Huni- Valley District. Data for the study was obtained using semi-structured questionnaires and interview for respondents. In all, 50 respondents participated in the study. The researcher used a non- probability sampling known as convenience sampling technique to sample staff of teachers in selected schools used for the study and head teachers. The study results concluded that the respondents used end of term examinations, adequate homework, group assessment work to assess performance. Moreover, the respondents were familiar with in-service training, school self-evaluation, peer teaching and off the job training. Furthermore, the respondents had the knowledge about school evaluation. To add more, school self-evaluation was beneficial because it assisted teachers to adopt appropriate teaching and learning methods to improve academic performance. The study recommended that colleges of education should introduce the concept of school self- evaluation into their curriculum to enable teachers have a fair knowledge and understanding on the concept so that they will be more conversant with it.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Evaluation plays a major role in the lives of individuals, learning institutions, companies and other organizations. For every institution established, there is the need to conduct self-evaluation to ensure the goals in the organization can be achieved. This will assist key leaders in such positions to plan and adopt better ways of meeting their target. School evaluation needs to become one of the growth interest areas in all schools especially in Ghanaian schools and at the district levels. According to Haile(2006), there are very few schools, if any who were involving themselves in any kind of structured review or school evaluation. There is an increase in the literature on how schools can conduct evaluation but unfortunately it is still only a small number of schools who are actively engaged in it. If there had been more, this would have built up confidence in our schools work and may even have seen the Government allocating the vast amount of money to the Department of Education instead of the manpower services commission. A detailed body of knowledge on school evaluation is meant for educational practitioners to study the theory and adapt it for use in real school situations has been established. Haile continues further to say that a group of Manchester teachers and inspectors collaborated by forming a working party produced a Report “School Evaluation and Staff Development”. In Haile’s report, he suggested that schools need to devise and develop their own particular scheme based on these four principles. The first principle is that, the scheme needs to be accepted and well understood as part of the school routine. It should never be treated as a separate, one-off exercise. In his second principle, all teachers should have the opportunity to contribute and to be fully involved in school evaluation.

There should be clear lines of communication and everyone should be aware of his own responsibilities as well as those of other staff. He went further to say that in the third principle, the process should be two-way at all levels thus a head of department need to evaluates the work of members of his or her department and those same members should be involved in the evaluation of his or her performance as a head of department. The fourth principle says that the most valuable resource in education is the teacher. As teaching is becoming a more difficult and demanding profession, it is needful to be supported and developed by such a scheme.

The Manchester Report also sees School evaluation being composed of four inter-related types of evaluation. According to the report, objective evaluation is where the school would have to consider first and record a range of quantifiable data. Some examples include pupil and teacher attendances; pupil performance and educational attainments, curriculum analysis, resource allocation.

Haile (1979) suggested that for a teacher's professional development to be effective, it must be linked with and result from school evaluation. School self-evaluation needs to become one of the growth interest areas in all schools ranging from local level up to national level. There has been encouragement to move towards it from the government and some local authorities, but as a researcher I think the most effective drive will come from the teacher who want to work for highly competent teachers and managers and who want the opportunity to complete some of the evaluation tasks which are not being completed or done by present superiors.

From my personal observation as a professional graduate teacher who has been in the teaching profession for quite a number years; it is very evident to note that so many

schools in the country do not use school self-evaluation as a tool to assess their performance or improve teaching and learning. This is so because teachers either do not have requisite knowledge or may have little knowledge about the concept of school self-evaluation. A person that may have knowledge about the concept has little idea of its implementation or how to implement it. Circuit supervisors (C S) do not even mention self-evaluation whether they know it or do not it is another subject of debate.

It is very surprising to note from the literature that school self-evaluation is a good tool that can be used to assess performance and possibly improve teaching and learning. However, it is hardly mentioned in Ghanaian schools and by inspectors of schools.

There are however, a number of problems which make school self-evaluation difficult to be carried out. One of such is the teacher who is promoted further than his or her level of competence and usually finds that the process is halted. The higher in the responsibility chain the more detrimental to school evaluation it will be. In order to avoid this happening so much in the future, some schools and authorities need to allow teachers to rotate their responsibilities and hold positions in an 'acting' capacity. Any person involved in evaluation, for it to be effective, needs to be respected by those being evaluated.

1.2 Statement of the problem

The concept of school self-evaluation, although not new in the educational leadership and school improvement discourse, in Ghana, many schools do not use the concept to improve the performance of their schools. This is due to the fact that either authority in the schools might not have adequate knowledge of how to implement school

self-evaluation in their schools and those who might know it may not use it efficiently. In Ghana for instance, a lot of research has been conducted on other areas but from experience as a teacher in the classroom little will you hear about school self-evaluation or anything in connection with school evaluation. Maybe heads have little knowledge and unfamiliar with the concept of school self-evaluation. As a result of this, school self-evaluation is often not practiced in schools although it can help to improve teachers' professional practice which in effect brings about effective teaching and learning. According to the findings of the Dutch inspectorate of education, not all schools develop an integrated and systematic approach to school self-evaluation. Some schools opt for a restricted form, taking into consideration several bottlenecks and conditions in their schools context (e.g. many ethnic minority pupils, very poor language performance of pupils.) The few studies we have available regarding the effects of school self-evaluation show a mixed picture, with strong empirical evidence on the effects of school evaluations still lacking. British studies, done by Wilcox and Gray (1996) and Kogan and Maden (1999) suggest that little improvement in the quality of teaching and learning within schools occurs through school inspections. It has even been suggested that school evaluation may sometimes have unintended negative effects. This study adds a little more evidence supporting the possible positive effects of school self-evaluation on school quality and students achievement. In Ghana for example, school self-evaluation is not mentioned left alone to be implemented. Inspectors that visit schools do not talk about self-evaluation although it is very important and helps improve teaching and learning. It is against the backdrop of this study that a study become very significant to ascertain whether schools really understand the concept or it is well used to improve students'

academic performance. The outcome suggests that school self-evaluation policies that are strongly driven by both accountability and desire for improvement have a positive impact.

1.3 Purpose of the study

The purpose of this study is to investigate into the concept of school self-evaluation, what it entails and how it is effectively applied in Ghanaian schools. It is aimed at looking into whether schools in Ghana really understand the concept of school self-evaluation and if so; do they use it and for what purpose. If they use it, how do they use it in the school? The other purpose is to find out if the usage is bringing any benefits or improvements in the schools that use school self-evaluation as a means to enhance performance.

1.4 Research objectives

Specifically, the study seeks to;

1. Find out whether schools in Ghana use the concept of school self-evaluation as a tool to assess performance of their schools.
2. Investigate the perception of the schools in Huni-Valley about the use of school self-evaluation as a tool to improve performance.
3. To ascertain the relevance and benefits of school self-evaluation.

1.5 Research questions

The study guided by the following research questions:

1. What factors promote school self-evaluation?
2. b.How will school self- evaluation help assess academic performance of students?
3. What are some of the benefits of school self- evaluation?

1.6 Significance /rationale of the study

This research will enhance professional knowledge and understanding of school self- evaluation. It will help teachers to improve and identify their professional problems and competencies in the area of teaching and learning in the classroom. It will also help promote better students' academic performance while at the same time help teachers to improve their professional practice and skills. The study will also enlighten head teachers and leaders of educational institutions that have little or inadequate knowledge about the concept of school self-evaluation and how it is practiced in schools. This will broaden their knowledge about school self- evaluation and how it can be implemented to bring about improvement and development in schools especially in the Prestea/ Huni-Valley District.

1.7 Limitation of the study

In conducting the study, the researcher encountered a lot of challenges in writing this thesis. There was the need to perform my usual responsibilities in the classroom as a professional teacher and a form tutor. I had to combine my teaching work coupled with writing this project report within a stipulated time frame. Again, some respondents were

not co-operative as expected with regard to interview conducted. Majority of respondents were not willing to open up to provide adequate and correct answers to the questions that were asked. They had in mind that the researcher was invading into their privacy. Another limitation was where questionnaires were printed and given out to respondents. Questionnaires were not ready when needed. Some of questionnaires got missing whilst some were thrown away. As a result of this, there was the need to spend extra money to print out more questionnaires which brought about delay, time consuming and financial constraints.

1.8 Delimitation of the study

The research work is delimited to Prestea/ Huni- Valley District in Western region. It is the immediate district where the researcher happens to teach in one of the schools in the district. I have already conducted some schools within the district and they have accepted to use their school in doing the research. As I said earlier on, the said district happens to be a mining area where a lot of illegal activities are rampant. A reasonable number of teenagers within the locality do not attend school. They rather take keen interest in performing illegal mining activities popularly known as “galamsy”. Some students sometimes abscond from classes and join relatives into operating in these illegal mining activities at the expense of their education. The students sometimes do not take their studies serious. They turn to absent themselves from school without any tangible excuse. Majority of such students are often influenced by their peers who are already school dropouts as a result of teenage pregnancy and alcoholism. Moreover, the educational background of most parents or guardians in the vicinity is virtually low and

so do not understand the real benefits of educating their wards. The children therefore take delight in doing these “galamsy” rather than schooling. Some parents hardly provide learning materials for their children in school. These unfavorable conditions that some students find themselves in do not motivate them to go to school to acquire knowledge to become responsible adults in the society.

1.9 Organization of the study

This study comprises of five chapters. The first chapter looks at background of the study, statement of the problem, purpose of the study, research objectives, research questions, and significance of the study, limitation and delimitation of the study, organization of the study. Chapter Two deals with the literature review where various journals, articles, books and other secondary source of data were used. Chapter Three is devoted to the research methodology: research design, population, sample size, sampling techniques, data collection techniques, research instruments and data analysis. Chapter Four is about the analysis of data collected from the respondents and discussion of the major findings. Finally, the fifth chapter will briefly cover the conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter looked at the background to the study, statement of the problem, significance and limitation of the study. But this chapter looks at literature review. It explains the theoretical and conceptual framework. It looks at the various concepts that underpin the study. The first section examines the concept of school self-evaluation and its application in schools. It also looks at how school self-evaluation is used to improve schools.

2.2 Overview of School Self Evaluation

The concept of school self-evaluation has been defined by many writers and experts in education. School self-evaluation is a collaborative, inclusive, reflective process of internal school review (Minister for Education and Skills, 2012). According to Minister for Education and Skills, during school self-evaluation, the principal, deputy principal and teachers under the direction of the board of management, patrons and in consultation with pupils and parents, engage in reflective enquiry on the work of the school. They explained further that, when engaging in school self-evaluation, schools reflect on their aims, consider criteria for success within the school's context and ethos, and determine appropriate methods for judging the quality of educational provision in the school. School self-evaluation is an evidence-based approach which involves gathering evidence from a range of sources and making judgements with a view to bringing about

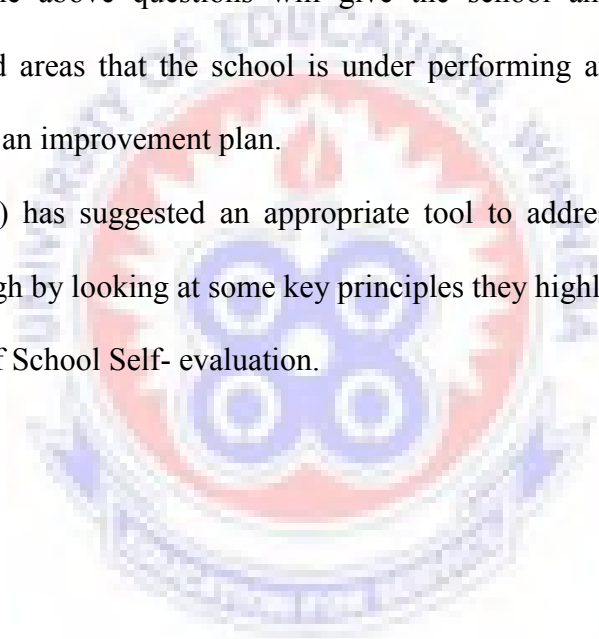
improvements in pupils learning. School self- evaluation requires a school to address the following key questions with regards to an aspect of its work;

- a. How well is a school performing?
- b. What evidence will the school have to justify the position it finds itself?
- c. How can we find out more?
- d. What are the school's strength, weakness, opportunity and threats?
- e. What areas need improvement? How can it be improved?

Having asked the above questions will give the school an opportunity to do self-assessments, find areas that the school is under performing and map out a strategy to improve through an improvement plan.

The MES (2012) has suggested an appropriate tool to address some of the problems schools go through by looking at some key principles they highlighted in the table below.

Key Principles of School Self- evaluation.



Key principles of school self-evaluation

Collaborative ,inclusive	Effective school self- evaluation involves principles, deputy principles, teachers and boards working together in a climate of trust and respect in consultation with parents and pupils to bring about school improvement.
Leadership	Effective school self- evaluation requires effective leadership.
Reflective	Effective school self-evaluation involves schools thinking critically about the aims and keys priorities of the school and what needs to be done to bring about improvements in their pupils’ learning.
Evidence based	Decisions taken during effective school self-evaluation are based on the sound, reliable and specific information or evidence.
Flexible	Flexibility, creativity and a willingness to rethink, revise and redesign ways of doing things on the part of teachers, principals, deputy principals, and school management are features of effective school self-evaluation.
Continual, ongoing	Each step of effective school self- evaluation is part of an ongoing cycle focused on improving the work of the school and the learning of the pupils. Evaluation findings inform school improvement plans and strategies for improvement, the impact and effects of which are in turn evaluated.
Improves teaching	Effective school self-evaluation is focused on making a positive, measurable and significant difference to the quality of teaching in the school.
Improves pupils’ learning	Effective school self –evaluation is focused on making a positive, measurable and significant difference to the pupils and the work of the school.
Communication	Effective school self-evaluation provides the school with a mechanism to engage in open and transparent communication with the entire school community.

Adapted: MES (2012)

School self-evaluation depends on the goals of the school. According to Hofman and others it ranges from a restricted view that focuses purely on the schools outcomes to a broad perspective in which the schools input, internal processes at the school and classroom levels, how performance are assessed (Hofman, Dijkstra & Hofman,2005). Example, the range may include context, inputs processes and output. The concept of school self-evaluation is often referred to as a process, directly or indirectly aimed at school improvement.

The National Inspectorate of Education (2006) has also put the definition of school self-evaluation into two namely narrow and broad. The narrow school self-evaluation refers to the check or measurement phase within a system of quality assurance. Quality assurance is a term that describes the active focus of schools in ensuring the quality of education provided and if possible improving its quality (Hendriks, 2001; Visscher, 2002). They explain that this normally happens in places such as lower Saxony in Germany and Netherlands. It also speaks of a single measurement instrument, for instance, a satisfaction survey, as being a self-evaluation.

(NIE 2006 cited in Hofman et al, 2009) explainsschool self-evaluation in their broadsense as a systematic process, including cyclic activities such as goal-setting, planning evaluations that define new improvement measures. Furthermore, school self-evaluation is almost synonymous with definition of quality assurance. Schildkamp sees school self-evaluation as a procedure involving systematic information gathering that is initiated by the school itself and intends to assess the functioning of the school and the attainment of its educational goals for the purpose of supporting decision-making and learning and for fostering school improvement as a whole. (Schildkamp 2007 cited in

Jassens, 2008:16). This is the case in some countries and regions such as Belgium/Flanders, Denmark, England, Hesse in Germany, Northern Ireland and Scotland (National Inspectorate of Education, 2006).

In both definitions, the process of school self-evaluation is clearly seen as a function or an aspect of school improvement (National Inspectorate of Education, 2006, p.10). Studies carried out by the Dutch Inspectorate of Education showed that not all schools opt for a restricted form, taking into consideration several bottlenecks and conditions in their school's context (e.g., many ethnic minority pupils, very poor language performance of pupils.) Furthermore, schools with unsatisfactory school self-evaluation process might show poor school performance and may lack of quality in the teaching-learning process (National Inspectorate of Education, 2005.)

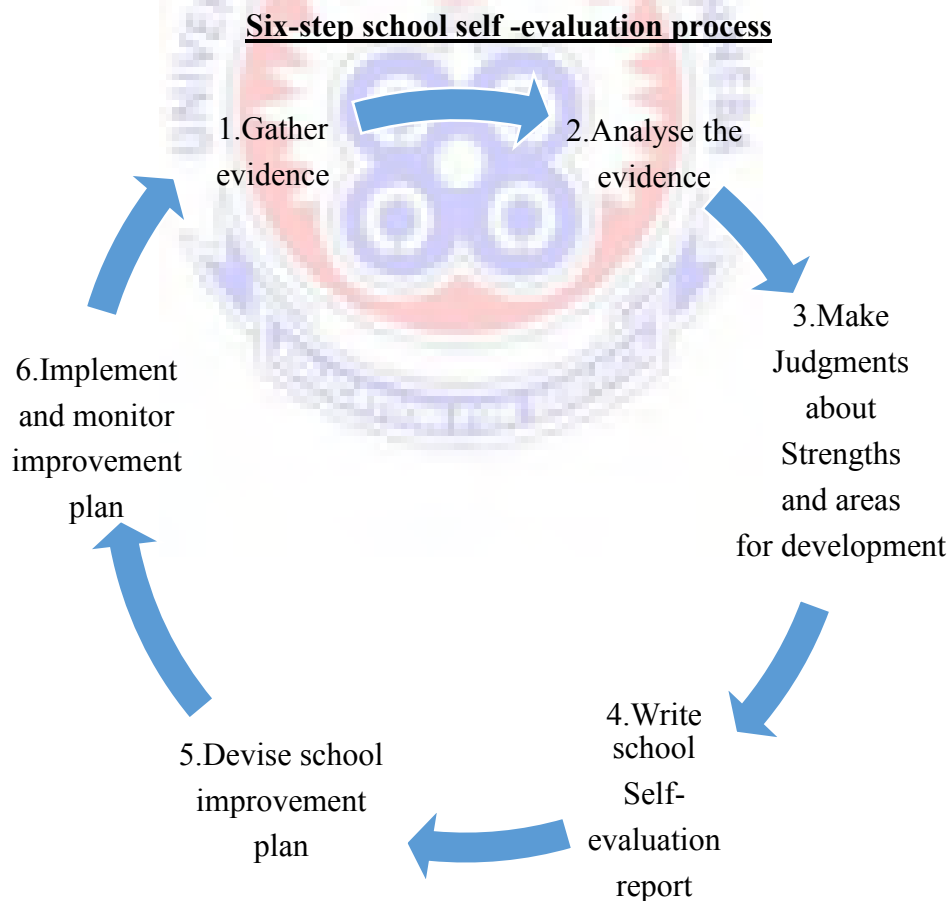
2.3 School Self Evaluation and School Improvement

For schools to improve there is the need for schools to find ways of making things work. One way in which this can be achieved is through self-evaluation. Self-evaluation as earlier explained places emphasis on measures put in place to enhance schools performance. Hofman and Hofman (2003) developed a framework for school self-evaluation using relevant standards from an accountability perspective. Within this framework, the management theory works by focusing on school improvement process using a method of integral school self-evaluation as a starting point (e.g., Dalin 1993; Hofman and Hofman, 2003; Reezigt, 2001; Reynolds and Teddlie, 2000).

School self-evaluation places on making evidence-based evaluative judgements and on the link between those evaluative judgements and the schools actions and

improvement. Reezigt 2001 as cited in Hofman 2005: p. 63, external pressure is one of the most important factors stimulating school improvement. Based on an analysis of thirty improvement projects in eight European countries, Reezigt developed a comprehensive framework for effective school improvement. In his framework, school improvement is stimulated through pressure from external evaluations, external agents, and market mechanisms such as competition between schools.

According to MES (2012) school self- evaluation builds on the school development planning process. The school self-evaluation process is best described as a series of six steps. The process is iterative in that it facilitates repeated cycles of analysis or a return to a previous stage of the cycle as required.



Adapted: IDES (2012)

From the diagram above schools need to gather evidence if they have to carry out evaluation. Normally, information could be gathered from a number of sources. The evidence that needs to be gathered will depend on the focus of the schools evaluation. It may include both quantitative and qualitative data. Quantitative data relates to data that can be expressed numerically or statistically. Qualitative data refers to data arising from people's views or opinions. Both data can be gathered from a range of sources including teachers, pupils, parents, classrooms and other learning settings in the school. Teachers can gather evidence from pupils through conducting class tests, studying the academic records of pupils from time to time, checking daily attendance of students, conducting interviews with students, asking oral questions etc. It is essential to ensure that the views of others form part of the evidence base. The evidence has to be analyzed so that areas that need improvement could be identified. It is very important for the school to decide on how to analyze the information. In order to prevent partiality or been biased, teachers can send information gathered to different teachers in different schools within the locality to analyze and assess the information. This will help bring out the credibility of the report since it has been done on neutral grounds. The possibility to inflate the marks of students where written tests, examination and assignments students were not able to performance well might not prevail as compared to the immediate school. There is the need to draw conclusions based on the analyzed data. Teachers should determine, affirm and identify the strengths and weakness of the report. They should also acknowledge the areas that should be prioritized for improvement. As clearly depicted in the figure above, it is very expedient to write school self-evaluation report after drawing conclusions from

judgements made. Records on school self-evaluation should be kept by the school. School self-evaluation report provides a basis for discussion and reflection among teachers, management and other relations to the work of the school. It may be used by the authorities of school as an important information source in reporting to parents on the work of the school. Evaluation report should be at least three pages. Report should record progress made on previous improvements targets, a summary of areas that require an improvement, aspects of practice chosen for school self-evaluation and so on. Schools need to provide a summary report to the whole community. Report should provide details of the findings with regards to the strengths identified and areas the school intends to prioritize for improvement. The report that is then written from evaluation is used to draw an improvement plan. Usually, the setting of specific targets is the starting point of action for improvement. Having formed a judgment based on the relevant information or evidence, a school should be position to decide on specific, measurable, attainable, realistic, and time bound (SMART) targets to bring about improvement. The School will have to devise a school improvement plan outlining the actions that need to be implemented. As it became evident from the diagram, the plan needs to be monitored so that whatever is not getting improved could be reviewed. It is only when the actions in the improvement plan are well implemented that the work of the school can improve.

Nias (1993) cited in Troman (1988) focuses on whole school curriculum development. She has revealed that through a case study of showing assemblies, the prominent role some head teachers play in the management of collaborative cultures, in development has brought about school improvement through the continuity and coherence of pupils' educational experience. Head teachers are vital agents in school improvement. It all

depends upon the social and professional relationship between head teachers and their staff and relationships. Recent research evidence, however, presents findings on the ways in which collaborative relationships may be changing as a result of recent changes in the work of teaching and the impact of these changes on school improvement. (Troman, 1985)

Owing to the space identified in the literature considered so far, it is difficult to assess the impact of recent changes on head teacher's role in school improvement. However, given the importance of head-teacher-staff relationships to enable school improve; changes have to take place in these relationships as result of recent educational policy and legislation. In more recent work Ball (1990) and Bowe and Ball (1992) claim that initiatives contained within the 1998 Education Reform Act (for example, local management of schools and increased powers to head teachers, governors and parents) have reinforced the managerial role of the head teacher at the expense of education. Hargreaves and Hopkins (1991) seek school improvement through the empowerment of teachers and management to enable them to break down the culture of classroom autonomy, individualism and privatism which has so often been pointed to as the prime inhibitor of curricular change and improvement in the past (Lortie 1975, Alexander, 1984; Hargreaves, 1994).

In a study conducted by Hargreaves and Hopkins in school effectiveness and school improvement research, it became evident that the sociology of the school and school effectiveness together with school improvement research review that holistic approaches to school improvement is determined by the division between teachers and

managers. Furthermore, the culture of the school cannot be changed when management has only a marginal relationship to teaching and learning in classrooms situations.

School improvement is both an idea and an aim which unite disparate constituencies both nationally and internationally. The liberating potential of local management of schools and increased school autonomy to enable school improvement has been suggested by Burgess, Southworth and Webb (1994). Hargreaves (1994) argued that the increased collaboration of teachers which supports school improvement is an unintended consequence of recent legislation whose original intention was to stimulate competitiveness. The recent official endorsement of school improvement and collegiality has led some (Caldwell and Spinks, 1988) to develop the concept of self-managing school in which policies such as local management and opting out provide the necessary collective autonomy for head teachers and teachers to improve their schools through collaborative self-directed action. School self-evaluation is primarily about school improvement and development. According to IDES, (2012).

School self-evaluation enables schools:

- i. To take the initiative in improving the quality of education that they provide for students.
- ii. To affirm and build on what is working well.
- iii. To identify areas in need of development and to decide on actions that should be taken to bring about improvements in those areas.
- iv. To report to the school community about the strengths in the work of the school and its priorities for improvement and development.

Teachers need to reflect on their work and on the learning that the students achieve as part of their daily professional work. For a couple of years, schools have used the school development planning process (SDPP) to identify what is working well and what might need to be improved. School self-evaluation places greater emphasis on collecting, examining and sharing evidence about the work of the school when making decisions about what is working well and what areas need to be improved. School self-evaluation is therefore regarded as a tool to facilitate school improvement and development.

2.4 Forms of School self-Evaluation

For school self-evaluation to be comprehensive there is the need for evaluation plan to be well developed. Development of improvement plan means splitting the evaluation into various departments, units or sections depending on the nature of the institution. For instance, in a senior high school all the various subjects or departments can have departmental evaluation before the overall school self- evaluation. Before even the departmental evaluation, individual teachers using action research can also do self-evaluation. This will enable them to do self-assessment before meeting their colleagues for the departmental evaluation, which looks at problems the department faces and find better ways of solving or tackling those problems.

2.4.1 Individual Self- Evaluation

Individual self- evaluation can be explained as a form of self-assessment of a teacher to enable him or her see if the goals set for the term can be achieved. As a professional teacher, it is explicit to do personal assessment in every academic term. A

teacher who assesses him or herself will be in the best position to identify areas that need improvement in terms of teachers' performance both outside and inside the classroom.

Again, individual self-evaluation is another way of making teachers to identify the appropriate teaching pedagogical skills to help students understand what is taught in the classroom and improve their academic performance. Furthermore, individual self-assessment will enable teachers to focus on what is taught in the course of the term. This will serve as guide to avoid deviating from the purposed objectives and possible put the individual teacher(s) on track. Evaluation will also guide the teacher not to shift away from the specific, measurable, achievable, relevant and time bound objectives (SMART) that were written. Action research can also be used as a means to do or conduct self-assessment. With these, immediate problems and challenges within the environment can be identified and if possible find appropriate remedies to such challenges in the various working environment.

2.4.2 Departmental Self Evaluation

Departmental self- evaluation can be explained as an evaluation that is carried out by the various departments in the school or institution. For example, in Ghana, there are so many departments in the second cycle schools and tertiary institutions thus Colleges of Education, Polytechnics and the various Universities. Different courses are therefore pursued in all these departments. In order to assess the academic performance of these departments by both individual teachers and heads of departments, school self -evaluation will have to be conducted. This will guide teachers in the various departments to be able to assess if the goals for academic term and year were achieved. In cases where they were

lapses, heads of department including teachers will have to re-strategize their pedagogical skills and goals to reach their target to help improve the performance of students. Departmental self-evaluation gives the department the opportunity to take stocks, look at courses that students are not performing, courses that need more teachers or teachers that are not doing well so that measures are put in place to address them. Departmental evaluation is important because, it is an opportunity that teachers will have to identify departmental problems and find solutions to it. This is a major contribution towards school development.

2.4.3 Overall School Self Evaluation (whole - school evaluation)

Overall school self-evaluation is a form of assessment that involves every department or unit in a school or institution. The various departments or are expected to carry out their own evaluation and all integrated into the whole school plan. It serves as a basis for the school to plan for the future. In overall school self-evaluation, all departments in the school environment that includes both teaching and non-teaching staff together with school authorities have to review all the programmes held in the course of the academic year to the progress and development of the school.

Where there are shortcomings and loopholes, the authorities will then reflect on issues that were left unattempted so that it can be implemented into subsequent plans. During whole school-evaluation, inspectors evaluate and report on the effectiveness of each school self-evaluation processes. As schools engage in robust school self-evaluation processes that are informed by evidence-based judgements. If they do that, it is likely that overall school self-evaluation might lead to some positive changes in the school set-up.

External evaluation process such as whole school-evaluation will take increased account of the self-evaluation engaged in by schools (Ministry for Education and Skills, 2012).

During whole school self-evaluation, units like administration, catering, accounting, stores, etc will also participate towards the evaluation. When inspectors visit the school, it is through self-evaluation that such reports are discussed so that areas that may need improvement is discussed.

2.5 Academic Performance and school self-evaluation

The overall idea behind school self-evaluation is to help improve or better ways of improving student academic performance. Academic achievement refers to the outcome of education to which a student, teacher or institution has achieved their educational goals (Inspectorate Department of education and skills, 2011). It is obvious that schools that do little work on the development of school self-evaluation system will especially lack a clear focus or vision on school self-evaluation. Such schools feel least encouraged by the Inspectorate of education to improve their self-evaluation system.

On one hand, there is less influenced by external organizations or the community around the school. However, it is interesting to know that schools with mixed school self-evaluation are positively encouraged by the inspectorate and more strongly influenced by external organizations. Schools that practiced mixed school self-evaluation were encouraged to work on at an earlier stage because they lagged behind and showed insufficient school quality according to the Inspectorate assessment. From contingency theory, Mintzberg (1997) says it is plausible that school self-evaluation can be positively stimulated by external pressure from the community around the school.

On the other hand, schools that have already accomplished a high level of school self-evaluation seem to possess internal characteristics that are of importance to school self-evaluation (a learning organization and high-reliability approach). The high-reliability schools according to Schaffer and Stringfield (2002), showed that a programme of school improvements based on insights from the knowledge gained high reliability research, school effectiveness and improvement is linked with a school's enhanced "value-added" with respect to student academic achievement.

Newmann, King and Rigdon (1997) studied the connection between organizational management and school accountability and noted that;

a. External accountability seems to fortify the internal monitoring and use of self-evaluation systems within schools.

b. It promotes the search for success or failures within the schools educational practices.

Supported by the results of the European pilot project, quality evaluation in school education, MacBeath, Meuret, Schratz and Jakobssen (1999), noted that internal and external evaluation are corresponding procedures and relationship should be plainly articulated. Chapman and Harris (2004); De Wolf and Jassens (2005), also noted from Western European research findings that more is expected from the internal school self-evaluation process than an external focus as cited in Hofman et al. (2006 :50)

School self-evaluation is about the maintaining high standards and improving the learning experience and educational outcomes for pupils in our schools. It is important that in developing school self-evaluation process, schools need to focus on the quality of teaching and learning in the classroom and other learning settings in schools. It is equally important for schools to adopt a planned approach to self-evaluation in order to obtain

relevant and reliable information that can be used to inform school improvement targets (MES, 2012). Effective school self-evaluation will enhance academic performance of both students and teachers. This can be achieved when teachers in the classroom gather data about students. In gathering such data, there is the need for to study the academic records of learners accurately over a period of time. Academic records of students will reveal learners that need more academic assistance. Students that should be given special care and attention will be noted and by so doing, teaching methods that are used by teachers would have to be modified to suit the understanding of students to help enhance their academic performance. Another way which data can be collected is through interviews. For instance, parents or guardians and pupils can be interviewed by teachers. For some parents that cannot read and write, they can be invited by the school authorities for an interaction.

Parents would be in the best position to give vivid information concerning the background of their children and where there is any peculiar problem that needs to be addressed can be dealt with by the teachers and whoever is concern. School counselors in collaboration with school authorities can equally have an oral interaction with some students as a means of gathering vital information about them. Some students especially the introverts and timid ones find it very difficult to open up to provide appropriate answers to questions asked. However, In order to avoid such instances, structured questionnaires can be administered to students and some guardians that can read. Ample time should be given to students and parents to go through questionnaires and provide the correct responses without any interruption or external influence.

Furthermore, students can be put into five or six groups with a group leader under the supervision of the leader for them to have discussion among them. Students that are not vocal might find it easier to have an interaction among their own peers.

After discussion, group leaders can summarize what they have discussed and submit a report to the teachers that are concerned to analyze information that has been gathered, see where lapses are and areas that need to be improved as far as students' academic performance is important.

Lastly, conducting tests at the end of every academic term or year is yet another possible way data can be gathered for school self-evaluation or assessment. There is the need for students to be assessed or examined on what has been taught in the course of the academic term or year within a stipulated duration. The best way of achieving this is to conduct tests in a form of written tests where students are allowed to prove on paper what they have really learnt. Tests conducted should be marked to see whether students really performed creditably or not. In the case of non-performing students who as a result couldn't obtain the expected pass mark, it means either such students didn't grasp the content of what was actually taught or the wrong teaching pedagogy was used. In such instances, teachers need to check the teaching method adopted to deliver lessons. Where lessons should be repeated to assist students it should be done so as to improve the academic performance of students.

2.6 Factors That Can Hinder School Self- Evaluation

A lot of factors can impede school self- evaluation from being successful. Some of the possible factors may include the following; industrial actions, extracurricular activities and lack of financial constraints etc.

2.6.1 Industrial Actions

Industrial action can affect school self-evaluation in various forms. Some of these industrial actions may include wrong government policies, lack of motivation, unpaid allowances of workers, lack of incentives put teachers into industrial action. Some of these industrial actions can take weeks or months. So, when this happens, it distorts the academic calendar thus making schools to neglect self-evaluation, not including it in the school programme or if it would be done, it is often done in a haphazard way.

Teachers turn to ignore school self-evaluation. This is all because they see it as extra work so; they consider school self-evaluation as burdensome. It is often seen as uncompensated work therefore seen to be something irrelevant to do. For instance, when inspectors visit schools, they do not expect teachers to provide any form of school self-evaluation reports. In every establishment or organization where workers or employees are not motivated, workers are often reluctant to work up to their maximum ability and put up their best. Some workers exhibit some form of lackadaisical attitude when working. Jones (2006) indicated some signs of the presence and absence of extrinsic motivation among staff members of organizations.

When motivation is present in the work place,

- a. There is high performance of workers.
- b. It brings about consistent achievement of high results.
- c. Workers are willing to accept further responsibilities.
- d. Workers show cooperation to overcome problems and challenges.
- e. There is the willingness to accommodate necessary change.

On the other hand where there is absence of motivation in the work place,

- a. There is apathy and indifference towards the job.
- b. There is lack of cooperation in dealing with problems and difficulties.
- c. Poor record of time keeping and high absenteeism.
- d. It brings about unjustified resistance to change among workers.
- e. Lastly, problems, disputes, grievances are encountered differently among workers.

It is very important for the government to motivate teachers especially to enable them to work extra hard in the profession. It is not all about increments of monthly salaries, but other opportunities can be given to wards of teachers at least one child to study outside the country or in a tertiary institution funded by the government. In most cases due to lack of motivation for teachers, the rate of absenteeism in the classroom is very high. Teachers turn to give so many flimsy excuses to defend their selves against any query. Good compliments alone from the circuit supervisors, head masters and mistresses, education directorates is enough to boost the morale of the teacher to work hard instead of apportioning blames and sabotaging teachers for minor offenses done.

Lack of incentives can put teachers and workers into industrial action. In Ghana for instance, the teacher depends solely on the meager salary earned at the end of the month. As part of writing this report, teachers need to be given some form of incentives

such as housing allowance, provide better accommodation facilities for teachers, medical bills etc should be enjoyed by the teachers to help alleviate their living. In other sectors, workers are entitled to some of these benefits. Lack of incentives in the teaching profession allows some teachers to quit the job to look for better employment elsewhere. The problem indeed is affecting the academic performance of students because teachers are not assessing what is taught as far as self- evaluation is concern.

Wrong government policies are another area that can put teachers into industrial action. Once there is an industrial action, it means that school self- evaluation would be hindered. The incumbent government can come out with educational policies without the knowledge of head teachers and teachers. Such policies are likely to affect the educational system in the country. If the government should come out the policy that ten thousand pupils should be admitted in every region at pre- school without considering the available resources, what it means is that the Ministry of Education will have to spend more time and energy to provide resources such as reading materials, furniture, infrastructure to cater for the needs of the pupils and it might take years. In the long round, it will affect the children in the classroom and teachers as well because what is expected to be taught in the classroom will not be achieved. Secondly, teachers will not be able to assess their selves in the beginning and the course of the term. All these can curtail the performance of the learners and teachers in the classroom.

Finally, unpaid allowances of teachers by government can call for an industrial action. In Ghana for example, the government is unable to settle salary arrears and allowances for both Ghana National Association of Teachers and National Association of Graduate Teachers for the past two years put teachers to cause demonstrations and

strikes. They turn to have negative effect in the country's educational system and the future of the children.

2.6.2 Extra Curricular Activities

There are several factors that might not be part of the school main curriculum but can hinder students' academic performance. One of such possible factor is students engaging in extracurricular activities. Extracurricular activities are those that fall outside the realm of the normal curriculum of the school or university education performed by students. Some examples of such activities include soccer, art, orchestra, entrepreneurship, robotics, reading and writing clubs, fans clubs, (entertainment)games, sports drama, debates, and yearbook, (Rubin, Baldwin and Bomer, 2002).

From my personal observation during such extracurricular activities, the entire programme for the academic term is often distorted ,this sometimes do not help teachers to carry out any effective school self- evaluation to see if the target for the year was achievable. Research indicates that participation in extracurricular activities affects students' academic performance. A study conducted by the Department of Education revealed that students who participate in co-curricular activities are three times more likely to perform better in the studies than students who do not participate in co-curricular activities (Stephens & Schaben, 2002).

It is obvious that extracurricular activities have an impact on academic performance and education of students. Studies conducted concerning the relationship between extracurricular activities and academic performance.

Total extracurricular activity participation (TEAP) or participation in extracurricular activities in general is associated with an improved grade point average, higher educational aspirations, increased school attendance and reduced absenteeism (Broh, 2002). Researchers have found positive associations between extracurricular participation and academic achievement. Although researchers agree that extracurricular activities do influence academic performance, specific effect of various activities produce is debated.

One study conducted by the National Educational Longitudinal study, found that participation in some activities improves achievement while participation in other activities diminishes achievement (Broh, 2002). A number of studies revealed that students participating in extracurricular activities did better academically than students who did not participate in any co-curricular activities (Marsh & Kleitman, 2002).

The impact that athletics has on academic performance has debated over the years although some people says the impact is both positive and negative. Early analysis of the effects of the effect of participation in sports on academic achievement produced inconsistent evidence. Darling, Caldwell and Smith (2005) found that students who did not participate in any extracurricular activities showed poorest adjustment as far as grades, attitudes towards school academic aspirations, while non- sport extracurricular activities showed the most positive adjustment, with sports related extracurricular activities. Guest and Schneider (2003), reported similar results saying in all schools that participated in non-sports activities has a stronger association with being seen as a good student do participation in sports. Although extracurricular activities play a major role in the academic performance of students, it also affects the school calendar and curriculum,

therefore prevent teachers from carrying out school self- evaluation in our school environment. During sporting activities such as games, soccer, and other co-curricular activities like reading and writing clubs, singing, debate etc, learners spend more time to rehearse and train for the upcoming events and various disciplines with the aim to excel. A lot of time is usually used for training on the field. This in the long round turn to affect classroom work and therefore distort the entire curriculum planned within the term.

Sometimes, some students take advantage of such periods to absent themselves for days or weeks from school without any tangible reason. The few students that report to school after training sessions in the course of the day do not often pay attention and participate when teaching is on- going in the classroom. It is often as a result of tiredness and in some cases, injuries are likely to occur. Some pupils doze off and loss concentration in the classroom while teaching and learning are in progress.

From my personal encounter in my school for instance, when it comes to the area of net ball, there is no expert to coach trainees and direct them. As a result of this challenge in the school, sometimes the head teacher has to invite an expert outside the school to see to the training of students in that field. Inconveniences are bound to happen which all turn to have effect on school self- evaluation and therefore often not done at all.

2.6.3 Lack of Financial Support

For an organization or institution to excel in the achievement of its objectives, financial support or funding has a vital role to play. In the situation where financial support is often lacking, it is very difficult for such institution to meet or accomplish their target. As I said earlier on in this work, lack of financial support is one factor that can

hinder leaders in educational organization from carrying out school self- evaluation in the nation.

Ghana Education Service for instance sometimes needs to send teachers outside the classroom to observe practical study of some subjects to facilitate better understanding of concepts and principles when it comes to science oriented courses. In most cases, funds or money needed to setup well equipped science laboratories and other departments to support the teaching of practical subjects is sometimes a big problem. As the problem remained unsolved, teachers are not well equipped with the requisite skills to assist students to the best of their knowledge academically. Most often than not, teachers turn to teach in an abstract way neglecting the reality of what is taught. This is all because tools and equipments are often not provided all due to the challenge of financial constraints.

This even affects both teachers and students from exploring. Teachers usually adapt to one teaching pedagogy without introducing any novelty into their teaching experience. The area of money to buy and hire vehicles for education tours and excursions is yet another burden for majority of institutions. Teaching and learning do not exist only in the classroom setup. According to Good and Brophy (1987), learning is a process that depends on experience and leads to long term changes in behavior. It is very paramount for students to go on educational tours and excursions to gain a lot of experience and to see reality. This makes teaching more real and helps better understanding of concepts.

Another area that is often not considered as a result of financial difficulty and hinders school self-evaluation is invitation of experts or skilled personnel to offer training and conduct workshops for teachers on school self-evaluation. As I earlier on stated in

the statement of the problem, strong empirical evidence on the effects of school evaluations is still lacking. In Ghana for example, the concept of school self-evaluation is something uncommon to most leaders in the educational setup. More often than not, the concept is a bit difficult.

This prevents the implementation in our school setup and often not conducted efficiently. In the case where there is the need to invite expertise well equipped with the competencies, skills and knowledge to train and impart concepts and ideas to circuit supervisors, teachers and head teachers and masters of various educational organizations is left out. Needed resources to setup workshops to in order to carry out school self-assessments are lacking. Moreover, money that is required to pay the experts for training and the services rendered cannot be afforded by the government.

Sometimes, the training sessions may take some days or weeks to be completed. Where workshops would last for some few days, money to rent accommodation and provide daily meals would increase making it all difficult and a hindrance to be accomplished.

In the area of the job training, some training sessions may take months or years depending on the intensity of the quality training that would be offered to the trainees on the job. The resources and other materials to needed for the training may be required in larger quantity since it may involve more days.

2.7 Some Benefits Of School Self Evaluation

School self-evaluation like any other concept in any companies and organizations has their own merits and demerits. According to the Inspectorate Department of Education and Skills (2012) highlighted the following benefits of school self-evaluation.

First of all, school self-evaluation improves students learning. Teachers in Ireland and many other countries have shown that by reflecting on their own practice regularly, they can improve the learning achieved by their pupils. This occurs when the main focus of school self-evaluation is on what happens in classroom and not on paperwork.

Secondly, school self-evaluation supports ongoing development and improvement. Teachers can use the evidence they gather in school self-evaluation to affirm and celebrate the aspects of their practice that are working well. The evidence will help teachers to identify the aspects of practice that they would like to improve. Identifying these strengths and priorities for development together as a team will ensure that all teachers in the school are working towards the same improvement targets.

Again, school self-evaluation empowers schools to tell their own story to their own community. Each school's circumstances, pupils and work are unique. School self-evaluation enables schools to affirm and celebrate what they are doing well and to decide on changes they would like to make based on evidence they have gathered. It provides schools with an opportunity to tell their own community about their strengths and priorities they have set for improvement. School self-evaluation involves all of the school community. As teachers collect and consider a range of information about the school, they naturally include the views of pupils and parents as well as the views of teachers. They also draw on information from pupils' attainment and their engagement in and contribution to the life of their school.

Furthermore, school self-evaluation enriches the professional lives of teachers. Teachers who engage in school self-evaluation frequently talk about the way in the

process encourages them to reflect on how they teach and to share ideas and questions with their colleagues in a professionally rewarding and supportive way.

Last but not least, School self-evaluation supports the implementation of the National Literacy and Numeracy Strategy. Schools have already begun to examine and improve the teaching, learning, and assessment of literacy and numeracy in response to the National Literacy and Strategy. School self-evaluation provides schools with a supportive and systematic way to affirm good practice and improve literacy and numeracy (IDES, 2012).

2.8 Summary

The above debate has demonstrated a clearer understanding of school self-evaluation in various countries and contexts where an overview of the concept school self-evaluation has been discussed into details. School self-evaluation and school improvement was another area considered in the literature review of this report. School self-evaluation is aimed at school improvement and academic performance in the community. Forms of evaluation where individual, departmental and overall school self-evaluation were reviewed under literature. Moreover, some factors that can hinder school self-evaluation were considered with reference to industrial action, extracurricular activities and lack of financial support.

Lastly, the benefits of school self-evaluation were discussed briefly that ended the discussion on this chapter.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In the previous chapter, the overview and forms of school self-evaluation were examined; some factors that could hinder school self-evaluation and benefits of school self-evaluation were critically looked at. This chapter looks at the research methodology and design. The chapter explains the selected research methodology and methods, how it was selected against other methods. The study will also consider the population; sample size in addition to the sampling techniques to use. The chapter will also look at the relevance of the methods, the research respondents and how data would be gathered. Some ethical issues in this study would be considered. Finally, research instruments used in the report will be discussed.

3.2 Profile of the research area

The study is conducted in Prestea/Huni-Valley District located in Western Region of Ghana. The said District is a mining area where a lot of rampant mining activities are carried out in most of the towns and other illegal mining activities popularly known as ‘galamsy’ in the nearby villages. The researcher conducted the study in the above stated District because she has taught in the area for almost seven years in the teaching profession. From personal experience and survey conducted within most of the schools within the District, a lot of non-professional and pupil teachers’ constituents’ majority of schools under the District.

3.3 Research Methodology and Justification

The study adopted qualitative research methodology. As explained by Blaikie (2003) and Robson (2003) and others, the use of qualitative approach will allow the researcher to explore the topic under study in a more open-ended way without any prejudice of what will be investigated. The research methodology was selected by taken into consideration the research questions, the objectives of the study and the responses from whom the data will be gathered. Since this study is an exploratory one, the usage of adopted methodology will be considered the most appropriate. This is because, it will permit the researcher to understand in details the topic under investigation (Gray, 2004) and some other key concepts.

The data was collected using both semi- structured interview and questionnaires. The use of semi-structured interview will be an ideal way the information could be understood. Respondents will be able to explain unclear responses during interview schedules and express themselves at length (Wragg, 2002). It will also give respondents more opportunity to freely express their emotions, opinions and experiences. My aide memoire will assist the researcher not to deviate from the topic under investigation, while at the same period will help to achieve the objectives of the research. Besides, issues that will be difficult to explain in more detailed by respondents will also be explained when some respondents are interviewed. In situations where researchers using semi-structured interviews, they have the opportunity to probe to seek for further clarification of responses that might be unclear.

Again, a semi- structured questionnaire is another instrument that was used to collect data. With the use of semi-structured questionnaire, a series of questions,

statements or items were presented to some teachers. Respondents were given ample time frame to read and provide possible answers or comments on them in a way she or he thinks best. Usually, there is a clear structure, sequence and focus, but the format is open-ended, enabling the respondents to respond in his or her terms. (Cohon, Manion and Morrison, 2000). This procedure is not often applicable when using semi-structured interview.

Despite the weakness involved in the use of questionnaires, the instrument has a number of strengths. Respondents can offer any information, express any opinion they wish, although the amount will generally limit the responses (O'Leary, 2005).

The instrument is useful when researchers want to understand the context of their studies. Most of the respondents can read and comprehend simple English. Majority of respondents were literates that questionnaires will be given to supply responses. This explains why the researcher employed the use of questionnaires together with interviews.

3.3.1 Research Design

The data collection tools were designed in a way that would make it possible for the achievement of research objectives. One of the main factors that were taken into consideration when designing the questions was participants' level of understanding of the English Language. Although some of the respondents were head teachers and teachers in Ghana Education Service, no jargons were used in the setting questions. The interview questions were set using very short sentences with clear and simple English so that the respondents could understand and provide the appropriate responses without much difficulty. Questions set were given to some colleague teachers to proof-read for

comments and suggestions before the questions were re-written finally to be self-administered.

3.3.2 Source of Data

Data was collected from two different sources; the teachers, head teacher and Deputy head. The two sources became my main informants because it only teachers who carry out school self-evaluation. It is used to improve performance of students because if it is done well, it enhances teaching and learning. Students are not directly involved. As already stated above, the types of data were mainly primary data sources, because the information was gathered through the use of interviews and questionnaires.

3.3.3 Population

The study constituents' two basic schools teachers both at the primary and junior high level selected in the District. In Aboso Roman Catholic School, the teachers were twenty-three (23) where as in Methodist School; the teachers were twenty-seven (27). In all, the overall population selected for this study was fifty (50). The number of female teachers in Catholic was 13 whilst the remaining 10 teachers were male teachers. In the case of Methodist School, female teachers were 15 and male teachers were 12 in number. The study did not involve students.

3.3.4 Sample size

The subset of the population selected for the study is usually considered to be the sample size. According to Krejcie and Morgan (1970), the sample size chosen will be 44 from the population base on the sample size determination table.

3.3.5 Sampling Procedures

The researcher used a non-probability sampling known as convenience sampling. Blaxter, Hughes and Tight, (2006) often employed in qualitative research study. A lot of schools were contacted in the District but only few schools were willing to participate in this study. This was one of the main reasons why convenience sampling was selected. Convenience sampling was selected because it involves choosing the nearest individuals or respondents that will be easy to access. Examples of respondents include teachers, the head and the deputy headmaster.

3.3.6 Research Instruments

The research adopted both interviews and questionnaires as they are mostly used by qualitative researchers in Ghanaian educational context. A semi-structured interview is one of the techniques that were used to gather data for a qualitative study. That is one of the common tools or techniques employed to gather data in semi-structured interviews. The instrument used is flexible and offers interviewees the opportunity to express their views, feelings and experiences freely. Both the Head teacher and Deputy were given semi-structured interview questions whilst the teachers given questionnaires. This would help bring about uniformity. This means that the sequence and wording of the questions are determined by means of a schedule and the interviewer is left little freedom to make modifications. Structured questionnaires were used to collect data with regards to large number of a sample size. Again, data gathered through this instrument can be analyzed easily.

3.3.7 Data Collection Techniques

The interviews were conducted personally by the researcher. I took the opportunity to discuss convenient times with the prospective interviewees felt would be possible for them to be interviewed. Although the piloting time gave approximately 30 minutes, it was anticipated that the interviews was to last for not more than 30 minutes per interview. The objectives of the study were explained to all the respondents and what they were supposed to do. The respondents were informed that they had the right to withdraw if they so wished, because as explained by Robson (2003), Gray (2004), Johnson and Christensen (2008), Kumar (1996) it was going to be unethical to convince, bribe or coerce them to participate in the study if they never felt to do so.

The time for the interview was explained to all the interviewees and agreed upon before it was conducted. Each interview lasted between 25 and 30 minutes for all the interviews. The interviews were recorded using a tape recorder, so there was enough time to probe unclear responses and to allow the interviewees to express themselves in more detail. The recording was necessary because, since the interviews were conducted on phone non verbal responses was difficult to be recorded. However, it was explained in the limitations, how this might have affected the validity of the study. The most interesting part of the interview process was that, during the interview, none of the interviewees answered any phone call, although they were not asked to switch their phone off, since it was felt to be too harsh to instruct them to do so.

It was explained to every respondents what was expected of them, how they should answer the questions, not necessary telling them the type of answers they should provide but, how they should answer the questions so that they never deviated from the topic

under investigation. They were also informed that whatever information they provided was to be kept in confidence and their identity would not be disclosed. A formal introductory letter were sent to the interviewees to guarantee their anonymity and confidentiality, and interviewees were informed during the interview to re-confirm the importance the researcher places on confidentiality and protection of interviewees' anonymity.

3.3.8 Real fieldwork experience

Questionnaires were self-administered to various respondents involved in the study but unfortunately some respondents were not around to collect the questionnaire when I went to schools that were selected. Due to the results of some inconveniences encountered on my part as a researcher, it was very necessary to revisit some of the respondents that I could not meet for the first time to administer questionnaires to them. Respondents were given three days' to fill questionnaires which were to be collected afterwards. Although after the three days, some respondents did not still fill in their questionnaires whilst some respondents misplaced their questions. Several telephone calls were made to remind respondents to fill the questionnaires. Those who had misplaced their questions were given new ones to fill and those who did not fill their questions were encouraged to fill them. So, in a week time, all participants who were given questions were completed. But for some I had to visit them in their homes in order to receive questionnaires. Other respondents personally chose to return them after completion. The quantitative data was put into graphs, tables and charts. The qualitative data was arranged to support the qualitative data.

3.3.9 Data Analysis

Analysis of the data started immediately I started receiving the responses. The taped qualitative data was first transcribed and coded. The transcripts were categorized into various themes. The similar themes were put together before the actual analysis and discussion of the results. The various themes were then compared and analyzed according to the research objectives. The results were categorized to make the various relationships that exist between them clearer.

3.10 Ethical Issues

The relevance of considering ethical issues in writing this report was very relevant because in gathering data for any study involving humans, ethical issues consideration must remain paramount. There was the need to inform the participants the reason behind the study to avoid any form of betrayal or misunderstanding. They informed of the benefits, how it could contribute to the improvement of students' academic performance and even teachers' professional practices. The participants were informed about the need to participate or withdraw from the study if they wish. People make decisions to participate in a study depending on the quality of information they received about it (Kumar, 1999).

Consent of all participants were sought and enough time given to them to prepare and decide if they could take part in the study. This was done to avoid the deceitful notion about the researcher who they might consider to be undercover investigator. Anything in terms of bad language that could damage rapport or ill treatment, during the course of the data collection was avoided. Anything that could cause harm to the

respondents, either in a form of stress, depression, ill-feeling or anger during or after the data collection was avoided. And all the respondents were guaranteed high degree of anonymity and confidentiality of any information that was obtained from them. They were informed that in case the report will be published, they will get to know.

3.11 Summary

The research adopted the interpretivist and social constructivist philosophical Perspectives, while the methodology was mainly qualitative methodology. The information needed and the research objectives of the study justified the use of adopted philosophical perspectives. The data was gathered using one-to-one semi-structured interview questions. The questions were piloted to check the accuracy before they were used for the interviews and with high degree of ethical considerations. Efforts were made to keep the information gathered from the respondents in confidence. Though efforts were made to gather the data with high degree of accuracy, yet there were some limitations that might have reduced the degree of validity and reliability. Some may include lack of time for the study period to be extended so that other events could be studied in more detail. In conclusion, as an exploratory study the results would help new future research study in the area.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF RESULTS

4.1 Introduction

The previous chapter looked at the research area, research methodology and justification. The research design was discussed briefly followed by the source of data for the study. This chapter looks at the how the data was analyzed and discussed. It also explained how the research objectives were achieved through the interpretation of the data. The data would be analyzed and presented using tables and charts. The results of the study were discussed under three sub sections where each focuses on the findings in relation to the objectives of the report.

4.2 Personal Data of Respondents

Gender of Respondents

Table 4.1 shows the gender distribution of the respondents

Table 4.1: Gender of Respondents

Gender of the Respondents	Frequency	Percent
Male	19	43.2
Female	25	56.8
Total	44	100.0

Table 4.1 shows that majority 56.8% of the respondents were females whiles 43.2% were males. The study result holds that female respondents dominated the sample for the study. Table 4.2 indicates the teaching experience of the respondents.

Table 4.2: Working experience of the Respondents

Working experience of the Respondents	Frequency	Percent
More than 11 years	28	63.2
6-10 Years	8	18.2
1-5 Years	8	18.2
Total	44	100.0

Table 4.2 shows that 63.2% of the respondents had more than 11 years teaching experience, 18.2% had 6-10 years and 1-5 years teaching experience respectively. The study concluded that majority of the respondents had enough teaching experience.

Figure 4.1 shows the subjects the respondents teach

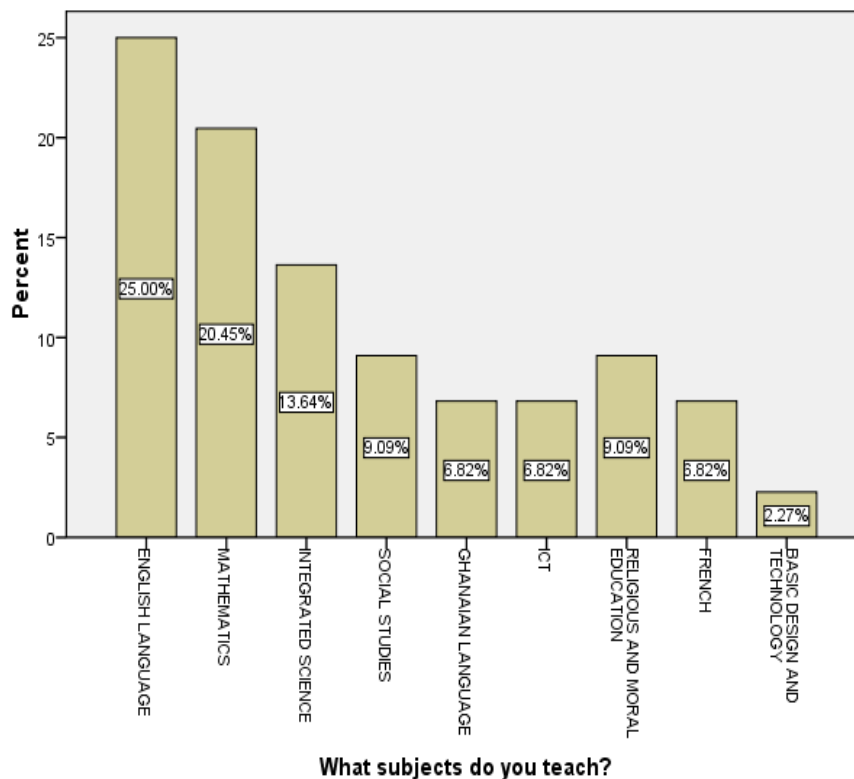


Figure 4.1: Subjects the respondents teach

Figure 4.1 demonstrated that 25% of the respondents were English language teachers, 20.5% were mathematics teachers, 13.6% were integrated science teachers, 9.1% were social studies and religious and moral education teachers respectively, 6.8% were Ghanaian language, ICT and French teachers respectively and 2.3% were Basic design technology teachers.

4.2 Analysis of Research Questions

4.2.1 Using school evaluation to assess the academic performance of students

4.2.2 Assessing the overall performance of students

Table 4.3 depicts the methods used by the respondents to assess the overall performance of the students

Table 4.3: How do you assess the overall performance of your students?

Assessing the overall performance of students	Frequency	Percent
End of term examinations	25	56.8
Class test	10	22.7
Assignments/home work	5	11.4
Group work assessments	4	9.1
Total	44	100.0

Table 4.3 indicates that 56.8% of the respondents confirmed that they used end of term examinations to assess performance, 22.7% used class test, 11.4% used assignments and homework and 9.1% used group work assessments. This result agrees with MES (2012), school self-evaluation is about the maintaining high standards and improving the

learning experience and educational outcomes for pupils in our schools. It is important that in developing school self-evaluation process, schools need to focus on the quality of teaching and learning in the classroom and other learning settings in schools. It is equally important for schools to adopt a planned approach to self-evaluation in order to obtain relevant and reliable information that can be used to inform school improvement targets

4.2.3 How teachers assist students to improve

Table 4.4 shows how teachers assist students to improve upon their performance

Table 4.4: How teachers assist students to improve

How teachers assist students to improve	Frequency	Percent
I give them home work	15	34.1
I inform their parents	10	22.7
I teach them after school	11	25.0
I recommend extra classes	8	18.2
Total	44	100.0

Table 4.4 indicates that 34.1% of the respondents said that they give adequate home work to students to improve their academic performance, 22.7% said they inform parents of students, 25% said that they teach students after school and 18.2% confirmed that they recommend extra classes. This finding agrees with MES, (2012), effective school self-evaluation will enhance academic performance of both students and teachers. This can be achieved when teachers in the classroom gather data about students. In gathering such data, there is the need for to study the academic records of learners

accurately over a period of time. Academic records of students will reveal learners that need more academic assistance.

Figure 4.2 shows the school self-evaluation methods that respondents were familiar with

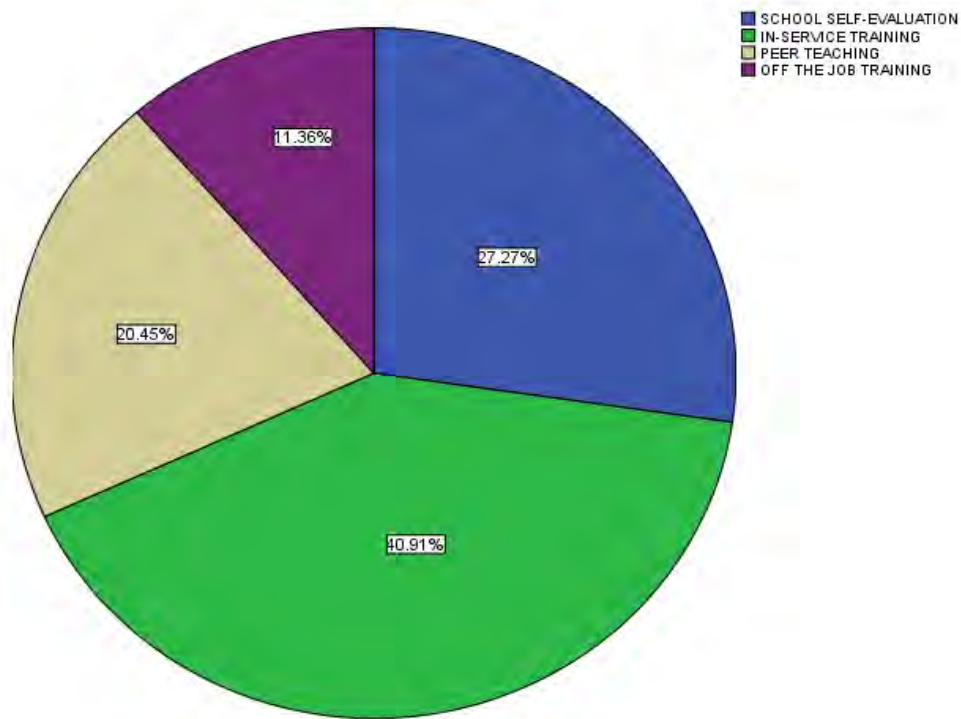


Figure 4.2: The school self-evaluation methods that respondents were familiar with

Figure 4.2 shows that 40.9% of the respondents were familiar with in-service training, 27.3% were familiar with school self-evaluation, 20.5% were familiar with peer teaching and 11.4% were familiar with off the job training. This agrees with Good and Brophy (1987), Ghana Education Service for instance sometimes needs to send teachers outside the classroom to observe practical study of some subjects to facilitate better understanding of concepts and principles when it comes to science oriented courses. In most cases, funds or money needed to setup well equipped science laboratories and other

departments to support the teaching of practical subjects is sometimes a big problem. As the problem remained unsolved, teachers are not well equipped with the requisite skills to assist students to the best of their knowledge academically. Most often than not, teachers turn to teach in an abstract way neglecting the reality of what is taught. This is all because tools and equipment are often not provided all due to the challenge of financial constraints.

This even affects both teachers and students from exploring. Teachers usually stick to one teaching pedagogy without introducing any novelty into their teaching experience. The area of money to buy and hire vehicles for education tours and excursions is yet another burden for majority of institutions. Teaching and learning do not exist only in the classroom setup.

4.3 Schools appreciation of the use of school self -evaluation as a tool to improve performance

Table 4.5: Have you participated in school self- evaluation before?

Respondents participation in school self- evaluation	Frequency	Percent
Yes	43	97.7
No	1	2.3
Total	44	100.0

Table 4.5 shows that 97.7% of the respondents confirmed that they have participated in school self-evaluation before whiles 2.3% said no. they study concluded that majority of the respondents have participated in school self-evaluation before. In Ghana for example, the concept of school self-evaluation is something uncommon to

most leaders in the educational setup. More often than not, the concept is a bit difficult. This prevents the implementation in our school setup and often not conducted efficiently. In the case where there is the need to invite expertise well equipped with the competencies, skills and knowledge to train and impact concepts and ideas to circuit supervisors, teachers and head teachers and masters of various educational organizations is left out. Needed resources to setup workshops to in order to carry out school self-assessments are lacking. Moreover, money that is required to pay the experts for training and the services rendered cannot be afforded by the government.

Table 4.6: If yes, how many times have you participated in the use?

how many times have you participated in the use	Frequency	Percent
Thrice	11	25.6
Several times	32	74.4
Total	43	100.0

Table 4.6 shows that 74.4% of the respondents said that they have participated in school self- evaluation several times while 25.6% participated thrice. This result contradicted with MES (2012), Industrial action can affect school self-evaluation in various forms. Some of these industrial actions may include wrong government policies, lack of motivation, unpaid allowances of workers, lack of incentives put teachers into industrial action. Some of these industrial actions can take weeks or months. So, when this happens, it distorts the academic calendar thus making schools to neglect self-evaluation, not including it in the school programme or if it would be done, it is often done in a haphazard way.

Table 4.7: Teachers performance assessment

How do you assess your performance as a teacher?	Frequency	Percent
Examinations	33	75.0
Class test	5	11.4
Assignment	4	9.1
Group assessment work	2	4.5
Total	44	100.0

Table 4.7 depicts that 75% of the respondents assessed their performance through formal examinations, 11.4% assessed their performance through class test given to students, 9.1% assessed their performance through assignments and 4.5% assessed their performance through group assessment work. Moreover, 100% of the respondents confirmed that school self-evaluation is relevant and beneficial. School self-evaluation like any other concept in any companies and organizations has their own merits and demerits. According to the Inspectorate Department of Education and Skills (2012) highlighted the following benefits of school self-evaluation. First of all, school self-evaluation improves students learning. Teachers in Ireland and many other countries have shown that by reflecting on their own practice regularly, they can improve the learning achieved by their pupils. This occurs when the main focus of school self-evaluation is on what happens in classroom and not on paperwork.

4.4 The Relevance and Benefits of school self-evaluation

Figure 4.3 shows the relevance and benefits of school self-evaluation

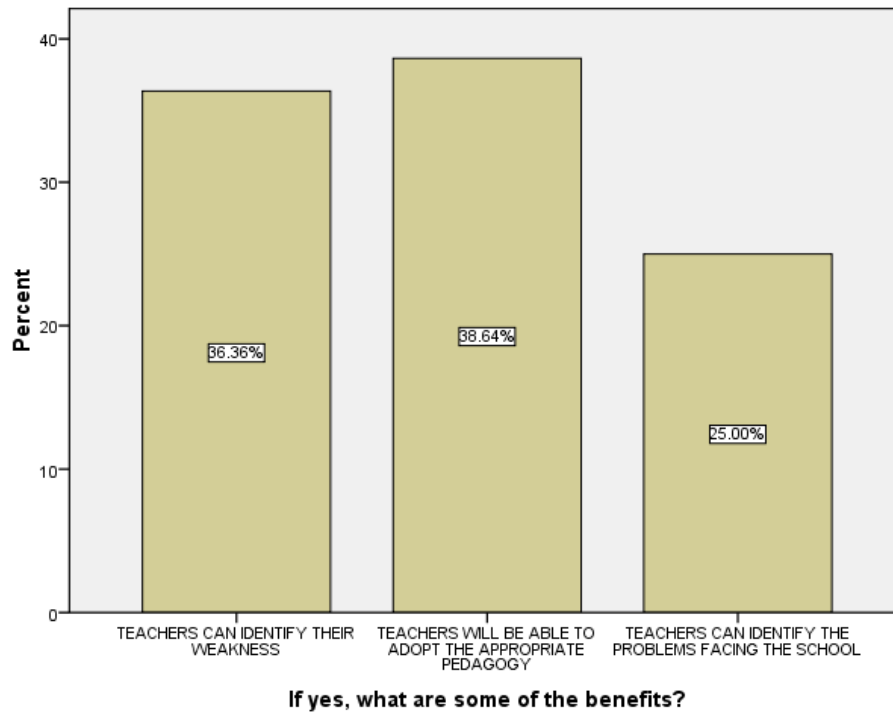


Figure 4.3: The benefits of school self-evaluation

Figure 4.3 shows that 38.6% of the respondents confirmed that school self-evaluation is beneficial because teachers will be able to adopt appropriate teaching and learning methods to improve academic performance, 36.4% said that teachers can identify their weakness and 25% said that teachers can identify the problems facing their schools.

According to the Inspectorate Department of Education and Skills (2012), school self-evaluation supports ongoing development and improvement. Teachers can use the evidence they gather in school self-evaluation to affirm and celebrate the aspects of their practice that are working well. The evidence will help teachers to identify the aspects of practice that they would like to improve. Identifying these strengths and priorities for

development together as a team will ensure that all teachers in the school are working towards the same improvement targets.

Again, school self-evaluation empowers schools to tell their own story to their own community. Each school's circumstances, pupils and work are unique. School self-evaluation enables schools to affirm and celebrate what they are doing well and to decide on changes they would like to make based on evidence they have gathered. It provides schools with an opportunity to tell their own community about their strengths and priorities they have set for improvement.

4.5 Disadvantages of school self-evaluation

Table 4.8 shows the disadvantages of school self-evaluation

Table 4.8: Disadvantages of school self-evaluation

Disadvantages of school self-evaluation	Frequency	Percent
It is time consuming	20	45.5
Some teachers have little or no knowledge about the concept	17	38.6
Schools are not conversant or aware of school self-evaluation	7	15.9
Total	44	100.0

Table 4.8 indicates that 45.5% of the respondents said that school self-evaluation is time consuming, 38.6% said that some teachers have little or no knowledge about the concept of self-evaluation and 15.9% said that most schools are not aware of the importance of school self-evaluation. Moreover, 100% of the respondents confirmed that school self-evaluation should be adopted in the school to improve students' academic performance.

Teachers turn to ignore school self-evaluation. This is all because they see it as extra work so; they consider school self-evaluation as burdensome. It is often seen as uncompensated work therefore seen to be something irrelevant to do. For instance, when inspectors visit schools, they do not expect teachers to provide any form of school self-evaluation reports. In every establishment or organization where workers or employees are not motivated, workers are often reluctant to work up to their maximum ability and put up their best. Some workers exhibit some form of lackadaisical attitude when working.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study critically examined assessing the effective use of school self-evaluation towards the improvement of academic performance in PresteaHuni- Valley District. Data for the study was obtained using semi-structured questionnaires and interview for respondents. In all, 44 respondents participated in the study from the above stated District in the Western Region of Ghana. The researcher used a non- probability sampling known as convenience sampling technique to sample staff of teachers in selected schools used for the study and head teachers.

5.2 Summary ofKey findings

The study indicates that majority of the respondents confirmed that they used end of term examinations to assess performance. The study shows that the teachers gave adequate home work to students to improve their academic performance. Moreover, the teachers were familiar with in-service training, school self-evaluation, peer teaching and off the job training. Furthermore, the respondents confirmed that they have participated in school self-evaluation before. Also, the respondents assessed their performance through formal examinations, class test given to students, assignments and group assessment work. To add more, the respondents confirmed that school self-evaluation is beneficial because teachers will be able to adopt appropriate teaching and learning methods to improve academic performance. Finally, the respondents said that school self-evaluation

is time consuming, adding that some teachers have little or no knowledge about the concept of school self-evaluation and most schools are not aware of the importance of school self-evaluation. These affected school evaluation performance.

5.3 Conclusion

The study concluded that the respondents used end of term examinations and adequate homework, group assessment work to assess performance. Moreover, the respondents were familiar with in-service training, school self-evaluation, peer teaching and off the job training. Furthermore, the respondents had the knowledge about school evaluation. To add more, school self-evaluation was beneficial because it assisted teachers to adopt appropriate teaching and learning methods to improve academic performance. Finally, school self-evaluation is time consuming and most schools are not aware of the importance of school self-evaluation.

5.4 Recommendations

The study has therefore proposed the following recommendations that schools, other learning institutions or organizations that aim at carrying out school self- evaluation more especially in a developing country like Ghana should consider, so that they can accomplish their objective in every set up or establishment:

- In daily situation of life, individuals need to evaluate personal decisions that are taken to see that goals are working towards the expected desire and in cases where plans might need to be adjusted; it can be done for successful attainment of the institutions goals.

- Colleges of education should introduce the concept of school self- evaluation into their curriculum to enable teachers have a fair knowledge and understanding on the concept so that they will be more conversant with it.
- During inspection, officers should encourage teachers and heads of schools to provide detailed school self- evaluation reports. Reports provided should be inspected by an officer in charge to correct errors that are likely to be committed by teachers to enable them make any necessary amendment.
- I will recommend that the Ministry of Education in collaboration with Ghana Education service should also organize and conduct in-service training, orientation and induction programmes on school self- evaluation for professional and newly trained teachers to acquire the requisite knowledge and skills on the concept. Ghana education service can organize orientation programmes on the concept of school self-evaluation both at the regional and district levels to equip teachers and heads of schools to train more professionals in the teaching field since there might be limited resources to cater for a large crowd.

5.5 Areas for Suggested Future Research

Considering the topic under investigation, majority of research theses has been conducted on different areas by a reasonable number of students but much has actually not been said on the topic of school self- evaluation. This is as result of the fact that few studies has been conducted due to the unfamiliarity nature of the topic especially in Ghanaian schools from the responses that were obtained. The researcher therefore

suggest to other organizations, institutions and students to conduct future research study by looking at some of the effects of school self-evaluation on teaching and learning.



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APPENDIX A

Questionnaire for Teachers

You will be contributing greatly to this report if you respond to the following questionnaires as frankly as possible. This is a purely academic exercise and any information that is provided will guarantee a high level of confidentiality and remains undisclosed to any person according to the ethical issues clearly stated in this report. Thank you.

PART A

Personal Data

1. Gender: Male [] Female []
2. How long have you been in the teaching profession?
 - A. Less than a year
 - B. One –five years
 - C. Six- ten years
 - D. More than eleven years
3. How long have you been in this school? Please tick one
 - A. Less than 2 years
 - B. 3 -5 years
 - C. 6 - 10 years
 - D. 11 years or more
4. Is this your first school?
 - A. Yes

B. No

5. If yes, go to question six. If no how many schools have you worked besides this current school?

A. One B. Two C. Three D. more than four schools

6. What subjects do you teach? Please tick all that apply

A. English Language

B. Mathematics

C. Integrated Science

D. Social Studies

E. Ghanaian Language

F. I.C.T

G. Religious and Moral Education

H. French

I. Basic Design and Technology (Home Economics)



PART TWO

Using school evaluation to assess the academic performance of students

7. How do you assess the overall performance of your students?

.....
.....

8. If some of your students fall below average, how do you assist them to improve?

A. Don't do anything

B. I give them homework

- C. I inform their parents
 - D. I teach them after school
 - E. I recommend extra classes
9. As a teacher, which of the following are you familiar with?
- A. School self- evaluation
 - B. In- service training
 - C. Peer teaching
 - D. Off the job training

PART THREE

Schools appreciation of the use of school self -evaluation as a tool to improve performance

10. Have you participated in school self- evaluation before?
- A. Yes B. No
11. If yes, how many times have you participated in the use?
- A. Once B. Twice C. Thrice D. Several times
12. How do you assess your performance as a teacher?

Please state your answer in the space provided.

.....

.....

.....

13. In your opinion, how will you explain school self- evaluation?

.....
.....
.....

14. Do you think school self- evaluation will be relevant and beneficial?

A. Yes B. No

PART FOUR

The relevance and benefits of school self-evaluation

18. If yes, what are some of the benefits?

- A. Teachers can identify their weakness
- B. Teachers will be able to adopt the appropriate pedagogy
- C. Teachers can identify problems facing the school

19. If no, why?

- A. It is time consuming
- B. Some teachers have little or no knowledge about the concept
- C. Schools are not conversant or aware of school self -evaluation

20. In your opinion, do you think school self- evaluation should be adopted in your school?

A. Yes

B. No

APPENDIX B

Semi –Structured Interview Schedule for Head Teacher and Deputy- Head

1. What form of assessment tool does the school use to evaluate its performance?

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.....

2. Do you have any knowledge about school self-evaluation?

.....
.....

3. Have you ever used it before?

.....
.....

4. How useful did you find it?

.....
.....

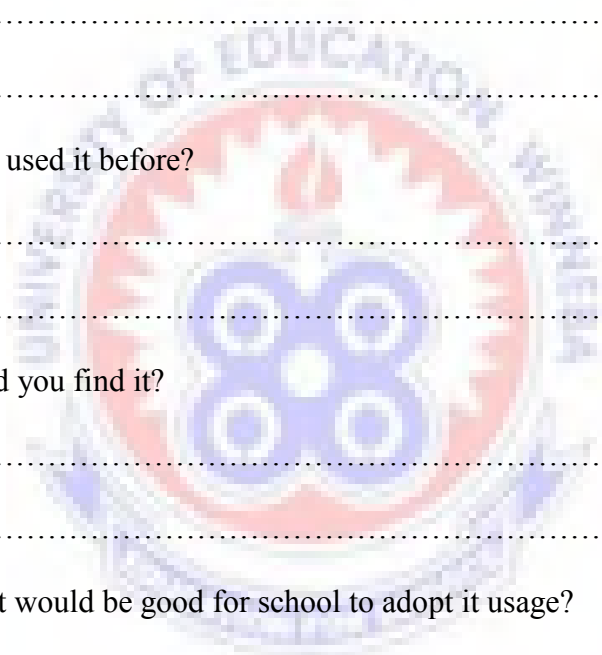
5. Do you think it would be good for school to adopt its usage?

.....
.....

6. How beneficial do you think it could be for schools to use it?

.....
.....

.....



7. Will you recommend its usage in schools?

.....
.....

8. When Circuit supervisors visit your school, do they mention about school self-evaluation?

.....
.....
.....

9. What are some of the factors that can hinder school self-evaluation?

.....
.....
.....

10. What do you think are some of the likely remedies to school self-evaluation?

.....
.....
.....

