

AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT, KUMASI

ASSESSING THE EFFECTIVE USE OF SCHOOL SELF-EVALUATION TOWARDS
THE IMPROVEMENT OF ACADEMIC PERFORMANCE IN ATWIMA
NWABIAGYA NORTH DISTRICT



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A Dissertation in the Department of Educational Leadership, Faculty of Education and Communication Sciences submitted to the School of Graduate Studies, Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, in partial fulfilment of the requirements for award of the Master of Arts (Educational Leadership) degree

DECEMBER, 2021

DECLARATION

STUDENT'S DECLARATION

I, MAVIS NIMAKOA OCRAH , declare that this dissertation, with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part of whole, for other 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 for supervision of dissertation as laid down by Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development.

NAME OF SUPERVISOR: DR. SAMUEL ADU GYAMFI

SIGNATURE:

DATE:

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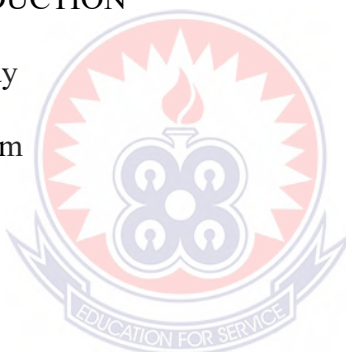
DEDICATION

To my late father, Mr. Job Ocrah and my children.



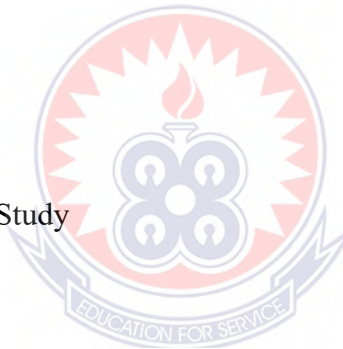
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ABSTRACT

The study was conducted to investigate the effective use of school self-evaluation towards the improvement of academic performance in junior high schools at Atwima Nwabiagya North District. The objectives of the study were to find out the benefits of effective school self-evaluation, determine factors affecting effective school self-evaluation and to establish factors that can promote school self-evaluation in junior high schools at Atwima Nwabiagya North District. Descriptive survey design was used for the study. The target population was head teachers, assistant head teachers and teachers in both private and public Junior High Schools. The accessible population was 65, consisting of 10 head teachers, 10 assistant head teachers and 45 teachers in 10 public Junior High Schools. Purposive sampling was used to select all the 65 head teachers and teachers for the study. Questionnaire was used for data collection. The reliability test yielded Cronbach Alpha of 0.78. The data was processed using the Statistical Package for Social Sciences (SPSS) software package version 20.0. The study found that school self-evaluation enabled teachers to reflect on their own practice regularly to improve students learning outcome. Factors that affected school self-evaluation were lack of motivation, lack of experts or skilled personnel to offer training on school self-evaluation. Factors that could promote school self-evaluation were provision of adequate incentives and provision of adequate financial support. It is recommended that the Atwima Nwabiagya North District Directorate of Education should provide schools under its jurisdiction with adequate teaching and learning materials for effective school self-evaluation for the success of the school.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Evaluation plays a major role in the lives of individuals, learning institutions, companies and other organizations. For every established institution, there is the need to conduct self-evaluation to ensure that 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 area of interest in all schools especially in Ghanaian schools and at the district levels. According to Haile (2006), there are very few schools, if any, who involved 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 vast amount of money to the Ministry 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 (2006) 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 needs to evaluate 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 (2006), 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 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 practised 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. (Antonious, Myburgh-Louw & Gronn, 2016). 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 Gray and Wilcox (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 let alone to be implemented. Inspectors that visit schools do not talk about self-evaluation although it is very important and helps improves teaching and learning. (Davos & Verhoeven, 2017). It is against the background of this study sought to investigate the effective use of school self-

evaluation towards the improvement of academic performance in junior high schools at Atwima Nwabiagya North District.

1.3 Purpose of the Study

The purpose of this study is to investigate the effective use of school self-evaluation towards the improvement of academic performance in junior high schools at Atwima Nwabiagya North District.

1.4 Research Objectives

Specifically, the study seeks to achieve the following research objectives.

1. To find out the benefits of effective school self-evaluation in junior high schools at Atwima Nwabiagya North District.
2. To determine factors affecting effective school self-evaluation in junior high schools at Atwima Nwabiagya North District.
3. To establish factors that can promote school self-evaluation in junior high schools at Atwima Nwabiagya North District.

1.5 Research Questions

The study was guided by the following research questions.

1. What are the benefits of effective school self-evaluation in junior high schools at Atwima Nwabiagya North District?
2. What factors affect effective school self-evaluation in junior high schools at Atwima Nwabiagya North District?

3. What factors can promote effective school self-evaluation in junior high schools at Atwima Nwabiagya North District?

1.6 Significance 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 Atwima Nwabiagya North 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. 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. The study may therefore not be generalized to all junior high schools in the Ashanti Region.

1.8 Delimitation of the Study

The study was delimited to Atwima Nwabiagya North District in Ashanti Region. The study was delimited to effective use of school self-evaluation towards the improvement of academic performance in Atwima Nwabiagya North District of the Ashanti Region. The target group for the study was only the head teachers and teachers in Junior High Schools in the Atwima Nwabiagya North District.

1.9 Definition of Terms

School Self Evaluation: School self-evaluation is a collaborative, inclusive and reflective processes of internal school review.

Teacher Self Evaluation: Is a form of self-assessment of a teacher to enable him or her see if the goals set for the term can be achieved.

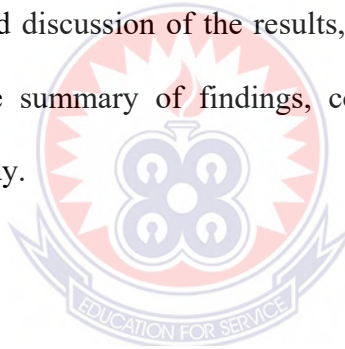
Academic achievement: The outcome of education to which a student, teacher or institution has achieved their educational goals.

Departmental Self Evaluation: An evaluation that is carried out by the various departments in the school or institution.

1.10 Organization of the Study

This study consists of five chapters. Chapter One gives information on the background to the study, problem statement, objectives of the study, research questions, significance of the study, delimitations of the study, limitations of the study and organization of the study. Chapter Two consists of a review of literature pertaining to the study.

Chapter Three presents the research methodology which includes the research design, target population, sample and sampling techniques, the data collection instrument, data collection procedure, data analysis procedure and Ethical considerations. Chapter Four consists of the analysis and discussion of the results, discussion of results and findings. Chapter Five presents the summary of findings, conclusions, recommendations, and suggestions for further study.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter looks at literature review. It explains the theoretical and conceptual framework. It looks at the various concepts that underpinned the study. The first section will examine the concept of school self-evaluation and its application in schools. It will also look at how school self-evaluation is used to improved 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 (Ministry of Education, 2012). According to Ministry of Education, 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. Ministry of Education explained further that, when engaging in school self- evaluation, schools reflect on their aims, consider criteria for success within the schools context and ethos, and determine appropriate methods for judging the quality of educational provision in the school. School self-evaluation is 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;

1. How well is a school performing?
2. What evidence will the school have to justify the position it finds itself?
3. How can we find out more?
4. What are the school's strength, weakness, opportunities and threats?
5. What areas need improvement? How can those areas 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 1.

Key Principles of School Self-evaluation.

Collaborative inclusive	, Effective school self-evaluation involves principals, deputy principals, 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 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 (2021)

School self-evaluation depends on the goals of the school. According to Hofman Dijkstra, and Hofman (2005) 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 et al, 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).

NIE (2006) explains school self-evaluation in their broad sense 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 (2007) 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). 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 & Hofman, 2003; Reezigt, 2001; Reynolds & 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 2005:63, 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.

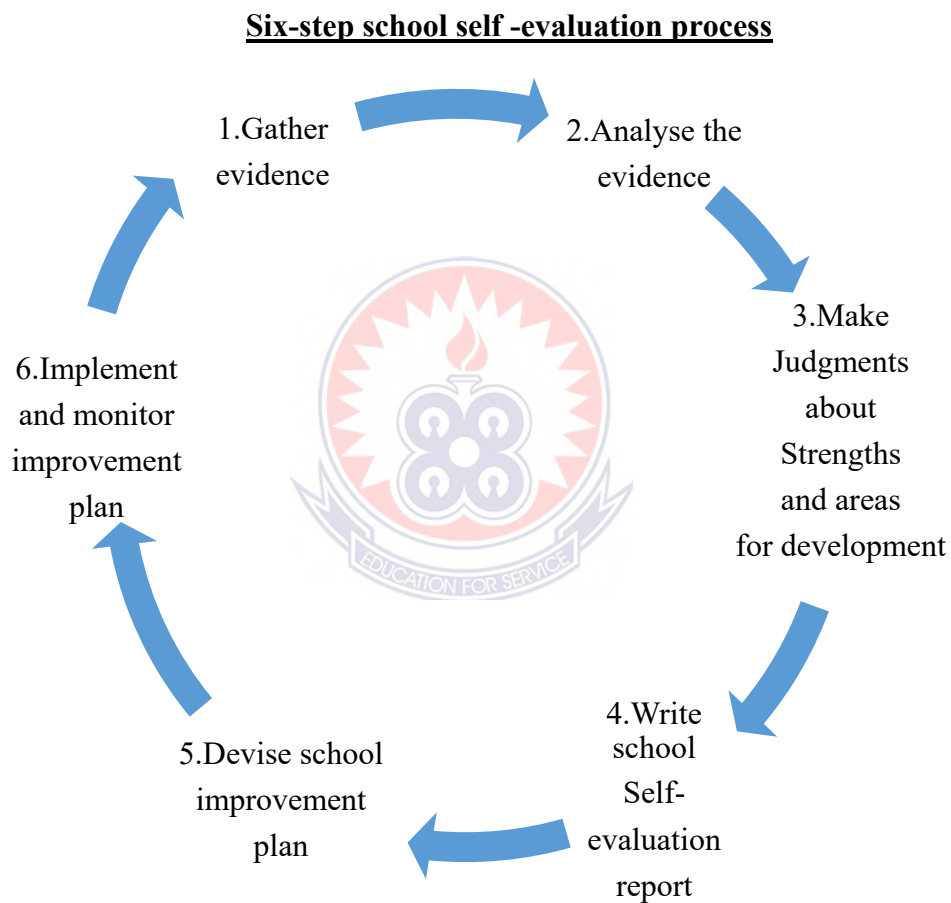


Figure 2.1 Six-step school self -evaluation process

Adapted: IDES (2021)

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 perform 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 weaknesses of the report. They should also acknowledge the areas that should be prioritized for improvement. As clearly depicted in figure 1, 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 positioned 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 figure 1, 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 et al (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, (2011).

School self-evaluation enables schools:

1. To take the initiative in improving the quality of education that they provide for students.
2. To affirm and build on what is working well.
3. To identify areas in need of development and to decide on actions that should be taken to bring about improvements in those areas.
4. 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-strategies 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 (MES, 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 et al. (1997) studied the connection between organizational management and school accountability and noted that;

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

2. 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 et al. (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 group 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 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 needs to be improved as far as students' academic performance is important.

Lastly, conducting test 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 test in a form of written tests where students are allowed to proof 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 grasped 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 et al, 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 et al. (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 run tends 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 lose 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 teach in an abstract way neglecting the reality of what is being taught in the classroom. 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 1997, 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. Lack of training as career development demotivates teacher to give of their best in lesson delivery. 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 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.

Sometimes, the training secessions 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 secessions 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, 2021).

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

3.0 Introduction

The chapter provides information on the methodology of the study which covers the research design, population of the study, sample and sampling techniques, data collection instruments, data collection procedure, data analysis procedure and ethical considerations.

3.1 Research Design

Creswell (2015) defined research design as the plan to carry out a study with maximum control over factors that may interfere with the validity of the findings. It is the plan that describes how, when and where data are to be collected and analyzed (Creswell, 2015).

Descriptive survey design was used for the study. The researcher chose a descriptive survey design for the study in order to get more information on the School Self-Evaluation towards the Improvement of Academic Performance in Atwima Nwabiagya North District of the Ashanti Region. This study used purely quantitative method. By adopting a quantitative approach the researcher was able to quantify data and generalize results from the chosen population of interest. Descriptive survey design offers researchers with a lot of information from various respondents for generalization and the data collected are easy to analyze.

3.2 Population of the study

Creswell (2015) defines study population as a group of individuals or people with the same characteristics and in whom the researcher is interested. The target population for this study head teachers, assistant head teachers and teachers in both private and public Junior High Schools in the Atwima Nwabiagya North District.

Statistics from the office of the Atwima Nwabiagya North District Director of Education put the number of teachers and head teachers in public junior high schools in the district at 65. The accessible population for this study was 65, consisting of 10 head teachers, 10 assistant head teachers and 45 teachers in the 10 public Junior High Schools in the Atwima Nwabiagya North District.

3.3 Sample and Sampling Techniques

According to Polit and Hungler (2004), the process of selecting a portion of the population to represent the entire population is known as sampling. In order to get an appropriate sample size for the study, an updated list of all the head teachers and teachers in public Junior High Schools in the Atwima Nwabiagya North District was obtained from the District Directorate.

Purposive sampling was then used to select all the 65 head teachers and teachers and the 10 public Junior High Schools in the Atwima Nwabiagya North District for the study. The respondents were selected purposively based on the judgment of the researcher that the head teachers and teachers were in the best position to provide the needed information for the study. Amin (2005) postulated that purposive sampling is appropriate in situations where respondents are targeted due to their position, expertise and situation.

3.4 Data Collection Instruments

A research tool or instrument is a specific mechanism or strategy, the researcher uses to collect, manipulate, or interpret data (Leedy & Ormrod, 2005). The researcher used closed ended questionnaire as the data collection instrument. The questionnaire was administered to the respondents personally by the researcher.

White (2005) stated that questionnaires are instrument that are designed to collect data for decision making in research. A questionnaire can also be described as a systematic compilation of questions that are administered to a sample of a population in research.

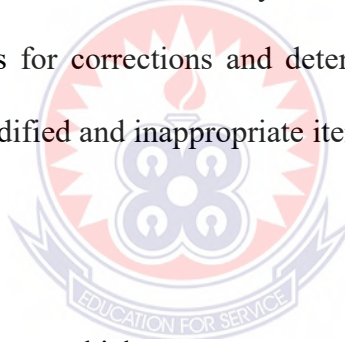
The questionnaire was in a 4-point Likert scale of 4= Strongly Agree, 3 = Agree, 2 = Disagree, 1= Strongly Disagree in which higher score indicate more perceived positive responses. Section 'A' solicits data on the demographic characteristics of respondents, Section B finds data on benefits of effective use of school self- evaluation, Section C solicits data on factors affecting school self-evaluation while Section D solicits data on factors that promote effective school self- evaluation.

The close-ended questionnaire was meant to assist respondents to provide uniformity of response and to enable more information to be gathered. Questionnaire also provides easier and accurate analysis of the data. A questionnaire is cost effective and less time consuming as compared to other instruments. One weakness of using questionnaire is how to retrieve all the questionnaires administered.

3.5 Piloting

Bell (2008) indicated that the purpose for piloting is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions is appropriate.

The questionnaire was piloted to determine its validity and reliability. Thirty questionnaires were administered to 30 head teachers and teachers, selected randomly from three junior high schools in the Atwima Nwabiagya North District which has similar characteristics as the main study. The purpose of the pilot-test was to enable the researcher to make necessary changes to items which may be inappropriate, determine the level of ambiguity of the questions for corrections and determine the percentage of responses. Ambiguous items were modified and inappropriate items changed.



3.5.1 Validity

Validity is the degree to which a test measures what it is supposed to measure. The researcher tested the face and content validity of the questionnaire. Face validity refers to the likelihood of a question being misunderstood or misinterpreted. Content validity refers to whether an instrument adequately covers all the topics concerned. The validity of the instrument was established through expert opinions, my supervisor who looked through for corrections.

3.5.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistency in its results or data after repeated trials. Thirty questionnaires was administered to 30 respondents selected randomly at a Junior High School which was outside the study area as state earlier on, twice in the pilot study as discussed above with a two week grace period between the first and the second test and the coefficient of reliability from the two tests correlated. The reliability test yielded Cronbach Alpha of 0.78.

3.6 Data Collection Procedure

The researcher took an introductory letter from the Department of Educational Leadership, Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, Kumasi Campus to seek permission from the District Director of Education to carry out the study. The District Director of Education authorized the researcher to carry out the study after which the researcher visited the schools to brief the respondents on the purpose of the study. The questionnaires were thereafter administered to the respondents. The respondents were given a grace period of two weeks to complete the questionnaire after which they were collected. The grace period of two weeks given to respondents to complete the questionnaire did not in any way affect the findings of the study.

3.7 Data Analysis and Procedure

After the required data has been obtained from the field survey, the next step was to analyse the data and interpret it for meaningful understanding. The data was cleaned with the aim of identifying mistakes and errors which may have been made and blank

spaces which have not been filled. A codebook for the questionnaire was prepared to record the response. The data was processed using the Statistical Package for Social Sciences (SPSS) software package version 20.0. The data collected was analyzed using descriptive statistics and presented in tables with frequencies and percentage to answer the research questions.

3.10. Ethical Considerations

In the course of the study the researcher endeavored to ensure that all research participants are educated on the entire scope and need for the study. The respondents were given ample time to respond to the questions posed to them to avoid errors and inaccuracies in their answers. The respondents were given a waiver regarding the anonymity of their identity as their names were not needed on the questionnaire and they were also assured that the information that they would give would be treated with utmost confidentiality that it deserved and that it would be used for academic purposes only.

The respondents' cooperation was eagerly sought after, and they were at liberty to withdraw from taking part in the study if they so wish. Finally, the respondents were made aware that they have the right to refuse to partake in the study and that their voluntary participation would only go a long way to assist the researcher to address a societal problem.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results discussion of data collected from the field through the administration of questionnaire. Data were presented using tables and analysis was done using descriptive statistics such as frequencies and percentages. The chapter is presented under four headings. These include:

1. Demographic Characteristics of Respondents
2. Benefits of effective school self-evaluation
3. Factors affecting school self-evaluation
4. Factors to promote school self-evaluation

4.2 Demographic Characteristics of Respondents

The demographic characteristics of the respondents of the study which included the gender, highest educational qualifications and teaching experience were examined. These were required to enable the researcher to know the kind of respondents she used in the study. Gender of respondents for the study was analyzed first. This is presented in Table 4.1.

Table 4.1 Gender of Respondents

Variable	Frequency	Percentage
Male	37	57
Female	28	43
Total	65	100

Source: Field Data, 2021

Table 4.1 indicated that 57% of the respondents were males while 43% of the respondents were females. The result means that more males participated in the study than females.

Highest Educational Qualification

The highest educational qualification of respondents was also analyzed. This was to find out respondents' educational level attained. Table 4.2 presents the details.

Table 4.2: Highest Educational Qualification

Qualification	Frequency	Percentage
Diploma	15	23
Bachelor's Degree	37	57
Master's Degree	13	20
Total	65	100

Source: Field Data, 2021

Table 4.2 depicted that 23% of the respondents were holders of the Diploma Certificate, 57% of the respondents were holders of the Bachelor's Degree while 20% of the respondents had Master's Degree. The result implies that majority of the respondents were holders of bachelor's degree who had the requisite qualification to give rich information for the study.

Length of Service

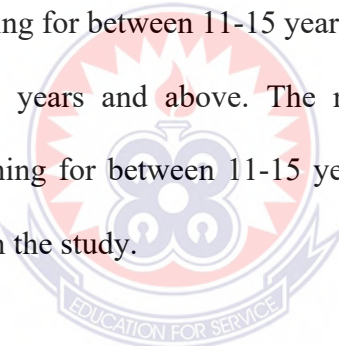
The length of service of respondents was also analyzed. This was to find out how long respondents have been teaching. Table 4.3 presents the details.

Table 4.3: Number of Years in the Teaching Profession

Length of Service	Frequency	Percentage
1-5 years	15	23
6-10 years	18	28
11-15 years	22	34
16 years and above	10	15
Total	65	100

Source: Field Data, 2021

Table 4.3 showed that 23% of the respondents had been teaching for between 1-5 years, 28% of the respondents had been teaching for between 6-10 years, 34% of the respondents had been teaching for between 11-15 years while 15% of the respondents had also been teaching for 16 years and above. The result means that majority of the respondents had been teaching for between 11-15 years and therefore are matured and experienced to participate in the study.



4.3 Analysis of Main Data

Research Questions 1: What are the benefits of effective school self-evaluation in junior high schools at Atwima Nwabiagya North District?

Opinions on teachers' perceptions about school self-evaluation in junior high schools were elicited from respondents. The respondents were asked to indicate their agreement or disagreement with the following statements. The results are shown in Table 4.4.

Table 4.4: Benefits of School Self-evaluation

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
School self-evaluation.....	Agree			Disagree
	N (%)	N (%)	N (%)	N (%)
Enable teachers to reflect on their own practice regularly to improve students learning outcome.	30(46)	23(35)	12(19)	-
Supports teachers ongoing development and improvement for the success of students and school	29(45)	19(29)	17(26)	-
Help teachers to identify the aspects of practice that they would like to improve to improve lesson delivery.	29(45)	16(25)	14(21)	6(9)
Provides schools with an opportunity to tell their own community about their strengths and priorities they have set for school's improvement.	37(57)	28(43)	-	-
Enable teachers to share ideas and questions with their colleagues in a professionally rewarding and supportive way to improve students and school success	21(32)	26(40)	18(28)	-
Empower teachers to collect and consider a range of information about the school from pupils and parents and teachers views for school improvement.	31(48)	18(28)	10(15)	6(9)
Provides schools with a supportive and systematic way to affirm good practice and improve literacy and numeracy for students' success	27(41)	26(40)	12(19)	-
Enriches the professional lives of teachers in the teaching and learning process for students' success	39(60)	26(40)	-	-

Source: Field Data, 2021

Table 4.4 shows that 46% of the respondents strongly agreed that school self-evaluation enabled teachers to reflect on their own practice regularly to improve students learning outcome, 35% of the respondents agreed while 19% of the respondents disagreed.

The result implies that school self-evaluation enable teachers to reflect on their own practice regularly to improve students learning outcome. The result is in tandem with Inspectorate Department of Education and Skills' (2012) opinion that school self-evaluation improves students learning. Teachers indicated 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.

Again, 45% of the respondents strongly agreed that school self-evaluation supported teachers' on-going development and improvement for the success of students and school, 29% of the respondents agreed while 26% of the respondents disagreed. The result implies that school self-evaluation support teacher on-going development and improvement for the success of students and school. The result is in line with Inspectorate Department of Education and Skills' (2012) statement that 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.

Also, 45% of the respondents strongly agreed that school self-evaluation helped teachers to identify the aspects of practice that they would like to improve to improve lesson delivery, 25% of the respondents agreed, 21% of the respondents disagreed while 9% of the respondents strongly disagreed. The result implies that school self-evaluation help teachers to identify the aspects of practice that they would like to improve to improve lesson delivery. The result is in conformity with IDES's (2012) assertion that 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.

Above 57% of the respondents strongly agreed that school self-evaluation provided schools with an opportunity to tell their own community about their strengths and priorities they have set for school's improvement while 43% of the respondents agreed. The result implies that school self-evaluation provides schools with an opportunity to tell their own community about their strengths and priorities they have set for school's improvement. The result is in agreement with Inspectorate Department of Education and Skills' (2012) statement that school self-evaluation provides schools with an opportunity to tell their own community about their strengths and priorities they have set for improvement.

Over 32% of the respondents strongly agreed that school self-evaluation enabled teachers to share ideas and questions with their colleagues in a professionally rewarding and supportive way to improve students and school success, 40% of the respondents agreed while 28% of the respondents disagreed. The result implies that school self-evaluation enable teachers to share ideas and questions with their colleagues in a professionally rewarding and supportive way to improve students and school success. The result is in tandem with Inspectorate Department of Education and Skills' (2012) opinion that 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.

Again, 48% of the respondents strongly agreed that school self-evaluation empowered teachers to collect and consider a range of information about the school from pupils and parents and teachers views for school improvement, 28% of the respondents

agreed, 15% of the respondents disagreed while 9% of the respondents strongly disagreed. The result implies that school self-evaluation empower teachers to collect and consider a range of information about the school from pupils and parents and teachers views for school improvement. The result is in line with Inspectorate Department of Education and Skills' (2012) statement that 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.

Also, 41% of the respondents strongly agreed that school self-evaluation provided schools with a supportive and systematic way to affirm good practice and improve literacy and numeracy for students' success , 40% of the respondents agreed while 19% of the respondents disagreed. The result implies that school self-evaluation provides schools with a supportive and systematic way to affirm good practice and improve literacy and numeracy for students' success. The result is in tandem with IDES's (2012) statement that school self-evaluation provides schools with a supportive and systematic way to affirm good practice and improve literacy and numeracy.

Again, 60% of the respondents strongly agreed that school self-evaluation enriches the professional lives of teachers in the teaching and learning process for students' success while 40% of the respondents agreed. The result implies that school self-evaluation enriches the professional lives of teachers in the teaching and learning process for students' success. The result agrees with Inspectorate Department of Education and Skills' (2012) statement that school self-evaluation enriches the professional lives of teachers.

Research Question 2: What factors affect effective school self-evaluation in junior high schools at Atwima Nwabiagya North District?

Opinions on factors that affect effective school self-evaluation in junior high schools were elicited from respondents. The respondents were asked to indicate their agreement or disagreement with the following statements. The results are shown in Table 4.5.

Table 4.5: Factors Affecting School Self-Evaluation

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Lack of motivation	29(45)	26(40)	10(15)	-
Lack of experts or skilled personnel to offer training on school self-evaluation	27(41)	20(31)	11(17)	7(11)
Lack of career growth opportunities	35(54)	22(34)	8(12)	-
Lack of incentives	41(63)	24(37)	-	-
Engagement in extra-Curricular Activities	29(45)	18(28)	12(18)	6(9)
Inadequate Teaching and learning materials	28(43)	24(37)	13(20)	-
Lack of Financial Support	39(60)	26(40)	-	-
Wrong government policies	34(52)	20(31)	11(17)	-

Source: Field Data, 2021

Table 4.5 shows that 45% of the respondents strongly agreed that lack of motivation was one of the factors that affect school self-evaluation, 40% of the respondents agreed while 15% of the respondents disagreed. The result means that lack of motivation is a factor

affecting school self-evaluation. The result is in line with Jones' (2006) statement that 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.

Also, 41% of the respondents strongly agreed that lack of experts or skilled personnel to offer training on school self-evaluation was one of the factors that affect school self-evaluation, 31% of the respondents agreed, 17% of the respondents disagreed while 11% of the respondents strongly disagreed. The result means that lack of experts or skilled personnel to offer training on school self-evaluation is a factor affecting school self-evaluation.

Again, 54% of the respondents strongly agreed that lack of career growth opportunities was one of the factors that affect school self-evaluation, 34% of the respondents agreed while 12% of the respondents disagreed. The result means that lack of career growth opportunities is a factor affecting school self-evaluation. The result is in tandem with Good and Brophy's (1997) statement that lack of training as career development demotivates teacher to give of their best in the teaching and learning environment.

Besides, 63% of the respondents strongly agreed that lack of incentives was one of the factors that affect school self-evaluation while 37% of the respondents agreed. The result means that lack of incentives is a factor affecting school self-evaluation. The result is in line with Jones' (2006) statement that 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.

Also, 45% of the respondents strongly agreed that engagement in extra-curricular activities was one of the factors that affect school self-evaluation, 28% of the respondents agreed, 18% of the respondents disagreed while 9% of the respondents disagreed. The result means that engagement in extra-curricular activities is a factor affecting school self-evaluation. The result is in conformity with Guest and Schneider's (2003), assertion that 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.

Again, 43% of the respondents strongly agreed that inadequate teaching and learning materials was one of the factors that affect school self-evaluation, 37% of the respondents agreed while 20% of the respondents disagreed. The result means that inadequate teaching and learning materials is a factor affecting school self-evaluation. The result is in line with Good and Brophy's (1997) opinion that needed resources to setup workshops to in order to carry out school self-assessments are lacking.

Also, 60% of the respondents strongly agreed that lack of financial support was one of the factors that affect school self-evaluation while 40% of the respondents agreed. The result means that lack of financial support is a factor affecting school self-evaluation. The result is consistent with Good and Brophy's (1997) statement that 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. Lack of financial support is one

factor that can hinder leaders in educational organization from carrying out school self-evaluation.

Moreover, 52% of the respondents strongly agreed that wrong government policies were one of the factors that affect school self-evaluation, 31% of the respondents agreed while 17% of the respondents disagreed. The result means that wrong government policies is a factor affecting school self-evaluation. The result agrees with Jones' (2006) position that 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.

Research Question 3: What factors can promote school self-evaluation in junior high schools at Atwima Nwabiagya North District?

Opinions on factors that can promote school self-evaluation in junior high schools were elicited from respondents. The respondents were asked to indicate their agreement or disagreement with the following statements. The results are shown in Table 4.6.

Table 4.6: Factors to Promote School Self-Evaluation

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Provision of adequate incentives	34(52)	20(31)	11(17)	-
Use of experts or skilled personnel to offer training on school self-evaluation	26(40)	26(40)	13(20)	-
Opportunities for career growth and development	31(48)	24(37)	10(15)	-
Provision of adequate Teaching and learning resources	29(45)	16(25)	12(18)	8(12)
Provision of adequate Financial Support	31(48)	20(31)	14(21)	-
Presence of recognition for job well done for rewards	29(45)	20(31)	10(15)	6(9)
Provision of regular in service training on school self-evaluation	26(40)	19(29)	13(20)	7(11)

Source: Field Data, 2021

Table 4.6 shows that 52% of the respondents strongly agreed that provision of adequate incentives was a factor that could promote school self-evaluation, 31% of the respondents agreed while 17% of the respondents disagreed. The result implies that provision of adequate incentives is one of the factors that can promote school self-evaluation. The result is in line with Jones' (2006) statement that provision of incentives in the teaching profession allows teachers be on the job to assess what is taught as far as self- evaluation is concern.

Also, 40% of the respondents strongly agreed that use of experts or skilled personnel to offer training on school self-evaluation was a factor that could promote school self-evaluation, another 40% of the respondents agreed while 20% of the respondents disagreed. The result implies that use of experts or skilled personnel to offer training on school self-evaluation is one of the factors that can promote school self-evaluation.

Again, 48% of the respondents strongly agreed that opportunities for career growth and development were a factor that could promote school self-evaluation, 37% of the respondents agreed while 15% of the respondents disagreed. The result implies that opportunities for career growth and development are one of the factors that can promote school self-evaluation. The result is in line with Good and Brophy's (1997) statement that presence of training as career development motivates teacher to give of their best in the teaching and learning environment.

Besides, 45% of the respondents strongly agreed that provision of adequate teaching and learning resources was a factor that could promote school self-evaluation, 25% of the respondents agreed, 18% of the respondents disagreed while 12% of the respondents disagreed. The result implies that provision of adequate teaching and learning resources is one of the factors that can promote school self-evaluation. The result is in line with Good and Brophy's (1997) opinion that needed resources to setup workshops enable schools to carry out school self-assessments.

Again, 48% of the respondents strongly agreed that provision of adequate financial support was a factor that could promote school self-evaluation, 31% of the respondents agreed while 21% of the respondents disagreed. The result implies that provision of

adequate financial support is one of the factors that can promote school self-evaluation. The result is in line with Jones' (2006) statement that Good and Brophy's (1997) statement that for an organization or institution to excel in the achievement of its objectives, financial support or funding has a vital role to play. Financial support is one factor that can promote leaders in educational organization in carrying out school self- evaluation.

Also, 45% of the respondents strongly agreed that presence of recognition for job well done for rewards was a factor that could promote school self-evaluation, 31% of the respondents agreed, 15% of the respondents disagreed while 9% of the respondents strongly disagreed. The result implies that presence of recognition for job well done for rewards is one of the factors that can promote school self-evaluation.

Furthermore, 40% of the respondents strongly agreed that provision of regular in service training on school self-evaluation was a factor that could promote school self-evaluation, 29% of the respondents agreed, 20% of the respondents disagreed while 11% of the respondents strongly disagreed. The result implies that provision of regular in service training on school self-evaluation is one of the factors that can promote school self-evaluation. The result is in line with Good and Brophy's (1997) statement that lack of training motivates teacher to give of their best in the teaching and learning environment.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION

5.0 Introduction

This chapter presents the summary of the study, main findings, conclusions, recommendations and suggestions for further study.

5.1 Summary of the Study

The study was conducted to investigate the effective use of school self-evaluation towards the improvement of academic performance in junior high schools at Atwima Nwabiagya North District. The objectives of the study were to find out the benefits of effective school self-evaluation in junior high schools at Atwima Nwabiagya North District, determine factors affecting effective school self-evaluation in junior high schools at Atwima Nwabiagya North District and to establish factors that can promote school self-evaluation in junior high schools at Atwima Nwabiagya North District.

Descriptive survey design was used for the study. The target population for this study head teachers, assistant head teachers and teachers in both private and public Junior High Schools in the Atwima Nwabiagya North District. The accessible population for this study was 65, consisting of 10 head teachers, 10 assistant head teachers and 45 teachers in the 10 public Junior High Schools in the Atwima Nwabiagya North District. Purposive sampling was then used to select all the 65 head teachers and teachers and the 10 public Junior High Schools in the Atwima Nwabiagya North District for the study. The researcher used closed ended questionnaire for data collection. The reliability test yielded Cronbach Alpha of 0.78. The data was processed using the Statistical Package for Social Sciences

(SPSS) software package version 20.0 and analyzed using descriptive statistics such as frequencies and percentage to answer the research questions.

5.2 Main Findings

The study revealed that school self-evaluation enabled teachers to reflect on their own practice regularly to improve students learning outcome, supported teachers ongoing development and improvement for the success of students and school, helped teachers to identify the aspects of practice that they would like to improve to improve lesson delivery, provided schools with an opportunity to tell their own community about their strengths and priorities they had set for school's improvement, enabled teachers to share ideas and questions with their colleagues in a professionally rewarding and supportive way to improve students and school success, empowered teachers to collect and consider a range of information about the school from pupils and parents and teachers views for school improvement, provided schools with a supportive and systematic way to affirm good practice and improve literacy and numeracy for students' success and enriched the professional lives of teachers in the teaching and learning process for students' success.

The study also revealed that factors that affected school self-evaluation were lack of motivation, lack of experts or skilled personnel to offer training on school self-evaluation, lack of career growth opportunities, lack of incentives, engagement in extra-curricular activities, inadequate Teaching and learning materials, lack of financial support and wrong government policies.

The study further revealed that factors that could promote school self-evaluation were provision of adequate incentives, use of experts or skilled personnel to offer training

on school self-evaluation, opportunities for career growth and development, provision of adequate teaching and learning resources, provision of adequate Financial support, presence of recognition for job well done for rewards and provision of regular in service training on school self-evaluation.

5.3 Conclusions

It is concluded based on the findings that school self-evaluation has a lot of benefit for the improvement of the school and students' academic performance. Notable among them were that it enabled teachers to reflect on their own practice regularly to improve students learning outcome, supported teachers ongoing development and improvement for the success of students and school and helped teachers to identify the aspects of practice that they would like to improve to improve lesson delivery.

It is also concluded that there are some factors that affect school self-evaluation which includes lack of motivation, lack of experts or skilled personnel to offer training on school self-evaluation, lack of career growth opportunities, lack of incentives and engagement in extra- curricular activities which should be address for effective school self-evaluation to improve performance.

It is again concluded that factors that could promote school self-evaluation as revealed by the study findings, if adopted, could go a long way for effective school self-evaluation to improve students' academic performance and the success of the school.

5.4 Recommendations

The study recommend based on the findings and conclusions that:

1. The Atwima Nwabiagya North District Directorate of Education should reinforce the organization of in service training on school self-evaluation for heads and teachers to further increase its benefits to the school and academic performance of students.
2. The Atwima Nwabiagya North District Directorate of Education should provide school under its jurisdiction with adequate teaching and learning materials for effective school self-evaluation for the success of the school.
3. The Atwima Nwabiagya North District Directorate of Education should allocate adequate financial resources to heads of schools for effective school self-evaluation for the success of the school and students.
4. The Atwima Nwabiagya North District Directorate of Education should provide teachers with incentives to motivate them to remain in the school to give of their best for effective school self-evaluation to promote teaching and learning.

5.5 Suggestion for Further Study

The study was conducted to investigate the effective use of school self-evaluation towards the improvement of academic performance in junior high schools at Atwima Nwabiagya North District. So, further study should be conducted to investigate the effective use of school self-evaluation towards the improvement of academic performance in junior high schools in the remaining metropolis, municipals and districts of the Ashanti Region for comparative analysis.

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APPENDIX

**AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT
DEPARTMENT OF EDUCATIONAL LEADERSHIP
QUESTIONNAIRE FOR RESPONDENTS**

The information provided would be used for academic purposes only and will be treated with utmost confidentiality that it deserved.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

INSTRUCTION: Please (✓) tick the most appropriate response.

1 What is your gender?

Male []

Female []



2 What is your highest educational qualification?

Diploma []

Bachelor's degree []

Master's degree []

3 How long have you been in the teaching profession?

1-5 years []

6-10 years []

11-15 years []

Above 16 years []

SECTION B: BENEFITS OF EFFECTIVE SCHOOL SELF-EVALUATION

Please indicate your level of agreement to the following statements on the benefits of effective school self-evaluation by ticking [√] the number on the 4-point likert scale using the following keys: **Strongly Disagree (SA=4), Agree (A=3), Disagree(D=2), Strongly Disagree (SD=1).**

	Statement	SA	A	D	SD
	School self-evaluation.....				
1	Enable teachers to reflect on their own practice regularly to improve students learning outcome.				
2	Supports teachers ongoing development and improvement for the success of students and school				
3	Help teachers to identify the aspects of practice that they would like to improve to improve lesson delivery.				
4	Provides schools with an opportunity to tell their own community about their strengths and priorities they have set for school's improvement.				
5	Enable teachers to share ideas and questions with their colleagues in a professionally rewarding and supportive way to improve students and school success				
6	Empower teachers to collect and consider a range of information about the school from pupils and parents and teachers views for school improvement.				
7	Provides schools with a supportive and systematic way to affirm good practice and improve literacy and numeracy for students' success				
8	Enriches the professional lives of teachers in the teaching and learning process for students' success				

SECTION C: FACTORS AFFECTING SCHOOL SELF-EVALUATION

Please indicate your level of agreement to the following statements on factors affecting school self-evaluation by ticking [√] the number on the 4-point likert scale using the following keys: **Strongly Disagree (SA=4), Agree (A=3), Disagree(D=2), Strongly Disagree (SD=1).**

	Statement	SA	A	D	SD
1	Lack of motivation				
2	Lack of experts or skilled personnel to offer training on school self-evaluation				
3	Lack of career growth opportunities				
4	Lack of incentives				
5	Engagement in extra-Curricular Activities				
6	Inadequate Teaching and learning materials				
7	Lack of Financial Support				
8	Wrong government policies				

SECTION D: FACTORS TO PROMOTE SCHOOL SELF-EVALUATION

Please indicate your level of agreement to the following statements on factors to promote school self-evaluation by ticking [√] the number on the 4-point likert scale using the following keys: **Strongly Disagree (SA=4)**, **Agree (A=3)**, **Disagree(D=2)**, **Strongly Disagree (SD=1)**.

	Statement	SA	A	D	SD
1	Provision of adequate incentives				
2	Use of experts or skilled personnel to offer training on school self-evaluation				
3	Opportunities for career growth and development				
4	Provision of adequate Teaching and learning resources				
5	Provision of adequate Financial Support				
6	Presence of recognition for job well done for rewards				
7	Provision of regular in service training on school self-evaluation				

THANK YOU