

UNIVERSITY OF ZAMBIA

IMPLEMENTATION OF SCHOOL BASED SELF-EVALUATION FOR
ENSURING QUALITY MANAGEMENT IN SELECTED SECONDARY
SCHOOLS IN LUSAKA PROVINCE, ZAMBIA.

By

Sunshine Namasiku Siafwa

A thesis submitted to the University of Zambia in fulfilment of the requirements for
the award of the degree of Doctor of Philosophy in Education Administration

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DECLARATION

I, Sunshine Namasiku Siafwa, do hereby declare that this piece of work is my own, and that all the work of other people has been acknowledged, and that this work has not been previously presented at this university and indeed any other university for similar purposes.

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APPROVAL

This thesis of Sunshine Namasiku Siafwa has been approved as fulfilling the requirements or partial requirements for the award of the degree of Doctor of Philosophy in Educational Administration by the University of Zambia.

Dr. B. Nkhata Signed Date.....

Dr. P. C. Manchishi Signed..... Date

Prof. A. M. Cheyeka Signed Date

ABSTRACT

The purpose of this study was to establish the implementation of school based self-evaluation (SBSE) in assuring quality management in twenty selected public schools of Lusaka Province, Zambia. The study used a mixed method approach and data was collected concurrently from the administrators, teachers, pupils and support staff. For quantitative approach, data was collected using self-administered questionnaires and for qualitative approach, semi-structured interview guides, focus group discussions guides, observation and document analysis were used. Questionnaires were analysed using Statistical Package for Social Sciences (SPSS) while the interviews were thematically analysed. The study involved a sample size of three hundred and sixty participants from twenty schools representative of each district of Lusaka province of Zambia. The findings obtained from the data collected showed that though most schools implemented SBSE, there was no consistency in its implementation as the frequency and method of monitoring in most schools varied. The study established that the stakeholders were aware that there was a policy of SBSE. The study also revealed that almost all the stakeholders were involved in the process of SBSE, what varied was the extent of involvement. The findings of this study also indicated that the area of teaching and learning was commonly evaluated by all schools. It was also noted that only a few schools had set their own benchmarks. The study concluded that implementation of SBSE was ineffective due to poor communication and stakeholders owning the process. The areas of teaching and learning were commonly evaluated, leaving evaluation of other areas to administrators only, this made the implementation weak, therefore compromising the quality of their performance. Most schools had no specific benchmarks which resulted in lack of formative evaluation for corrective action. Therefore, the study makes the following recommendations; the Ministry of General Education must ensure that there is mandatory pre-training on total quality management for all educationists to acquaint them on quality management techniques. The study further recommends that communication and collaboration in the schools must be strengthened so that all stakeholders know the intended outcome of SBSE. Furthermore, the study recommends mandatory school based individualised benchmarks to ensure that management can easily assess their performance. There is need for a comparative study to be carried out in any of the ten provinces in order to arrive at a generalised, validated and reliable conclusion.

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ABBREVIATIONS

AAU	Association of African Union
APAS	Annual Performance Appraisal System
CA	Continuous Assessment
CBU	Copperbelt University
CPD	Continuous Professional Development
CSP	Country Strategic Plan
DBE	Department of Basic Education
DEBS	District Education Board Secretary
DES	Department of Education and Science
DFES	Department for Education and Skills
DSC	Directorate of Standards and Curriculum
ECZ	Examination Council of Zambia
ESO	Education Standards Officers
FBE	Free Basic Education
GRZ	Government of the Republic of Zambia
HOD	Head of Department
HOS	Head of Section
IIEP	International Institute for Educational Planning
ILO	International Labour Organisation
IRI	Interactive Radio Instruction
ISO	International standards organisation
LAOs	Looking At Our Schools
LEA	Local Education Authority
LSA	Local School Authority
MESVTEE Education	Ministry of Education Science, Vocation Training and Early Education
MOE	Ministry of Education
MOGE	Ministry of General Education
NCSL	National Conference of State Legislatures.
NGO	Non-governmental organisation
NOAA	National Oceanic Aquirium Authority

NUT	National Union of Teachers
OCED	Organisation for Economic Cooperation and Development.
OFSTED	Office for Standards in Education
OVC	orphans and other vulnerable children
PAG	Participatory Assessment Group
PEO	Provincial Education Officer
QA	Quality Assurance
QAE	Quality Assurance and Evaluation
SBA	School Based Assessment
SBCPD	School Based Continuous Professional Development
SBM	School Based Management
SBSE	School Based Self-Evaluation
SEED	Scottish Executive Education Department
SEF	Self-Evaluation Form
SMART	Specific, Measurable, Attainable, Realistic and Time bound
SMT	School Management Team
SPRINT	School Programme for In-service Term
SSA	Sub-Saharan Africa
SSE	School Self Evaluation
TQM	Total Quality management
USAID	United States Agency for International Development
ZASE	Zambia Association for Science Educators

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter provides the background to the study. It begins by providing what prompted the study. The background covers the concept of evaluation. It proceeds to provide the statement of the problem, purpose of the study, objectives and research questions. It further gives the significance of the study, delimitation, limitation and definitions of operational terms.

1.1 Background to the study

The system of evaluation in schools, worldwide, is going through changes in approach and one of the most innovative change, is moving from schools being evaluated by external evaluators to schools evaluating themselves. There has been a shift in many countries from school evaluation which emphasises compliance with central policies and procedures towards more stress being placed on the need for schools to evaluate themselves as part of wider strategies of school improvement (Organisation for Economic Cooperation and Development, 2005).

MacBeath (2003), stated that the need for schools to evaluate themselves was due to many reasons, in particular the high cost of external inspection systems and further stated that the direction of school and teacher evaluation in many education systems was undoubtedly towards internal, school based self-evaluation. De Grauwe and Naidoo (2004), suggested that evaluation was at the centre of almost all education quality improvement policies and strategies in most countries today. Self-evaluation has the merit of being immediate, responsive to the school's specific needs and circumstances and its results are 'owned' by the school (OECD, 2009).

The innovation of self-evaluation for schools has brought about improved relationship which can lead to school development. Partly as a result of this strengthened school autonomy, the role of external evaluation has undergone significant change and is achieving a much closer alignment between self-evaluation and external evaluation which has become a key policy objective (OECD, 2009). Zambia has joined the rest of the world in introducing school based self-evaluation, having been part of many world conferences that have discussed ways of improving the quality of education. According to the policy document, *educating our Future*, quality in education would be better assured if schools were dynamic in their pursuit of excellence (MOE, 1996: p.159). The role of the school managers in the process of school self-evaluation and pursuit of quality delivery of education cannot be overlooked. Research has demonstrated that the quality of education depends primarily on the way schools are managed and that the capacity of schools to improve teaching and learning was strongly influenced by the quality of the leadership provided by the head teacher (International Institute for Educational Planning, 2002). In different institutions evaluation is defined by the objectives of the particular evaluation. In this study, evaluation takes the form of the need to improve educational provision in public secondary schools.

1.2 Concepts of Evaluation and Self-evaluation

Evaluation can be used to ensure that the quality process of managing a school was on-going. It refers to the methodical determination of worth, significance and merit of someone or something against certain standards and it is mostly used in a workplace setting by employers to review how employees are performing (Benefitsof, 2016).

While evaluation can be conducted by the evaluators from outside the school, it can also be conducted by the stakeholders within the school. When evaluation is conducted

from within the school, it is referred to as school based self-evaluation. According to MacBeath (2005a), self-evaluation is a process of reflection on practice, made systematic and transparent, with the aim of improving pupil, professional and learning. The definitions and understanding of the process of self-evaluation also vary from country to country and sometimes from region to region within countries.

School based self-evaluation is a collaborative process which school stakeholders get involved in, in order to ensure that they meet the set benchmarks by themselves. School self-evaluation is a collaborative, inclusive, reflective process of internal school review (Department of Education and Science, 2003). In the United States, during school self-evaluation the principal, deputy principal and teachers, under the direction of the board of management and the patron and in consultation with parents and pupils, engage in reflective enquiry on the work of the school. Chapman and Sammons (2013), in line with the view of Department of Education and Skills (2003) state that school self-evaluation is a process by which members of staff in a school reflect on their practice and identify areas for action to stimulate improvement in the areas of pupil and professional learning. This process of self-evaluation helps all the stakeholders in the school to own the vision of ensuring that the process leads to quality management. Effective self-evaluation is a process that helps to bring about quality delivery of education in schools. The process of evaluation happens over a period of time. MoE (1996) policy document *Educating our future* supports the process of provision of quality education by stating that excellence is not something that just happened in a school; it was something that was supposed to be deliberately and painstakingly created and maintained. Self-evaluation for schools was not initially embraced in Zambia, the only evaluation of schools that was conducted was by the external

evaluators. However, with time, this has changed from the schools being evaluated by the external evaluators to schools being encouraged to evaluate themselves.

1.3 Historical Perspective of Evaluation in Zambia

The system of evaluation of the schools in Zambia, during the pre-colonial period, was conducted by the missionaries that ran the education system in the country. The Bible provided a precedent for missionaries to involve themselves in evaluation of education, "train a child in the way he should go, and when he is old he will not turn from it," Proverbs 22:6. For the missionaries the practical outworking of this exhortation in Zambia was threefold:

- (a) As a means to evangelism. Therefore, the ability to read the bible was vital to this concept
- (b) Education was also seen as a method by which European values and culture could be instilled into the population.
- (c) Formal education would also provide skilled workers for the mission station.

(Weller and Linden, 1984).

Hence, the type of evaluation that was done by the missionary inspectors was to ensure that there was conformity to values set by the particular churches running the particular schools.

In 1890, the territory called 'Zambia' now, was administered by the Rhodes' British South Africa Company (BSAC), which showed little interest in education and used Northern Rhodesia mainly as a source of labour (Roberts-Wray, *et al*, 1966; 753). The Church remained at the helm of education as the company paid very little attention to it.

The administration of Northern Rhodesia was transferred to the British Colonial Office in 1924 as a protectorate, with Livingstone as capital, so the education system fell in the hands of the colonial government (Roberts-Wray, *et al*, 1966; 753). The colonial

government introduced a more elaborate evaluation system to ensure that the quality education that was offered met the British government needs. Understanding the need for increased professionalism, most of the schools closed for eighteen months between 1918 and 1920 and took all their teachers to Msoro for retraining (PAG, 2000: 8). This signified the need to improve the standards of education.

During the period of colonial rule in Zambia, from 1924 until independence in 1964, the churches became primarily involved in education and healthcare (Gifford, 1999: 189). Carmody (2010), states that in colonial Zambia, which was then referred to as Northern Rhodesia, the schools served as a key means of Christian conversion and Church growth and during this period, the provision of education was almost the total preserve of the missionaries.

Under colonial rule, the Advisory Board devised the Native School Code by 1927 establishing the state as the arbiter of educational standards in Zambia. The state now had the power to deregister schools that did not operate for the prescribed number of days in a year or did not cover adequately the curriculum developed by the Board. The public schools increased, while the number of registered mission schools declined significantly during this period (Carmody, 1999: 44).

Education, on the other hand, would prove to be a little more of a double edged sword for the colonial administration. Paradoxically, as the state sought to control education policy by taking education out of the hands of the churches, schools that were often found associated with the mission stations (Roberts-Wray, et al, 1966; 753). Evaluation in these schools, at this point, took the form of the needs of specific missionaries running the schools (Roberts-Wray, et al, 1966).

In 1951, Local Education Authorities (LEA) were established to take control of government schools and were also authorised to take control of any mission schools that the indigenous authorities, mission societies or any other voluntary organisation no longer wanted to administer. Many of the Protestant missions handed their schools over to the colonial government. By 1963 – the dawn of Zambia's independence – 800 of the 2,100 schools were run by the local Education Authority while the rest were mainly agency schools, 30 per cent of which were operated by the Catholics (Participatory Assessment Group, 2000: 14)

After Zambia got its national independence in 1964, She changed the education system though most of the elements of the education system featured the British model of education, as the country was once colonised by Great Britain. Beyani (2010), affirms that Zambia's education system was, to a large extent, based on the colonial system of education inherited in 1964 when the country gained independence from Great Britain. After independence, education reforms began and as a result of the 1966 Education Act, the education system became so centralised and bureaucratic. The churches pulled out of running most of the schools due to policies that were so numerous that the autonomy of Church-run institutions became very restricted (Carmody, 2010). This left the quality management of schools in limbo. To achieve quality in the education sector Zambia went through a process of reforms and later became part of the many world conferences which, among many things, dealt with the issue of quality delivery of education. Commitments to *Education for All*, which included delivery of quality education was undertaken by Zambia and the world community in Jomtien in 1990 (MoE, 2003).

One of the major reforms that gave headway to evaluation was the strategic plan 2003 to 2007. This was a five year Strategic Plan (2003-2007) which was based mostly on

three key documents: '*Educating our Future*' 1996, the *Poverty Reduction Strategy Paper* (2001/2002), and the *Report on the Restructuring and Decentralisation of the Ministry of Education* (2000). As a direct response to resolutions from the conference as well as embracing the policy documents which formed the strategic plan 2003-2007, the Directorate of Standards and Curriculum was established in 2003. The strategic plan among many items outlined the evaluation of schools to ensure quality delivery of education in all aspects. The strategic plan (2003) guided the evaluation of schools by the Directorate of Standards and Curriculum using inspectors who are now referred to as Education Standards Officers. The document mostly dealt with the external evaluation of schools and in the consequent years Zambia followed the system of external school evaluation managed by the Directorate of Standards and Curriculum.

1.4 The Directorate of Standards and Curriculum- 2003

The Directorate of Standards and Curriculum was established in 2003 with units at national, provincial and district levels. Each Directorate has a unit on the national level and each Provincial Education Office and Education Board on the lower levels would produce quarterly reports. The reports from the Education Standards Officers included, details of progress, financial expenditure and actions to be taken forward. These reports formed the basis of *Internal Quarterly Reviews*, which was held on the Provincial and National levels (MoE, 2003). This was to ensure that evaluation was done to achieve quality delivery of education. At this stage of planning neither the school boards nor school managers were directly involved in evaluating their school internal matters.

The Directorate of Standards and Curriculum department provides the external evaluators at national, provincial and district levels who are referred to as Education Standards officers (ESOs) to evaluate schools in Zambia. In the strategic plan (2003-

2007) monitoring was also carried out as the main function of the Provincial Education Offices, the District Education Boards and the District Standards Offices (MoE, 2003). In addition, respective Directorates, Sections and Units of the headquarters would also carry out monitoring as part of their regular functions. The role of school managers in this process was not directly outlined.

Unfortunately, the country concentrated more on increasing access to education and in the process ignored quality delivery of education. The delivery of quality education has been a major problem in Zambia, despite advances in access (Beyani, 2010). It would appear that policy initiatives have paid greater attention to access than quality. The role played by school managers in the process of school self-evaluation to ensure that they provide quality management has been given little attention. For leadership to be effective the vision and goals of the institution, by the administration of the school, should be well known as these have a bearing on the entire evaluation process to achieve quality management (DES, 2012).

The Ministry of Education strategic plan (2003) tasked the Education Standards Officers to evaluate schools to ensure quality education took place through school performance in examinations, managers were not part of the key players to ensure that this happened and was not made the core guidance. The Directorate of Standards and Curriculum was tasked to ensure quality of education through the examination of major curriculum areas and materials such as school resources and staffing levels, examination and assessment impacts, pre-service and in-service training programmes, and important organisational features or management (MoE, 2005).

The actual monitoring and evaluation of schools was entrusted to the Education Standard Officers, whose duties included managing school managers and education boards. In the strategic plan of 2003, very little effort was made to ensure that school

managers evaluated their schools to achieve quality within their stations. Standards Officers were crucial in monitoring the delivery and impact of the strategic plan, particularly at district level. In particular, the Standards Officers would be responsible for measuring the overall quality of the system in terms of pedagogical delivery (teachers), management (heads and education boards), and assessment (examinations and continuous assessment) (MoE, 2003). The strategic plan (2003-2007: p.51) reveals that performance benchmarks and evaluation frameworks would be developed in collaboration with the National Assessment Survey, Examinations Council and Education Board Services in order to establish minimum education standards. Basically the evaluation benchmarks were based on examinations and not on performance or involvement of school management in evaluating their schools for assured quality management. Similarly, in in England where very vigorous external forms of school and teacher evaluation have developed, as, or where teacher evaluation is closely linked to student testing, as in much of the United States, Hargreaves (2006) observed that even there is some evidence that the limitations and side effects are resulting in a rethink. Zambia needed to rethink its position of using external evaluators only, hence the introduction of school based self-evaluation.

Apart from Ministry of General Education, entrusting evaluation to the Education Standards officers, the document *Educating our future* further entrusted the running of schools to the school boards to ensure that there was quality management of all resources which included finances, human and material resources in schools and not in the hands of school management. The strategic plan encouraged school boards to manage and monitor high schools (as secondary schools were called then) (MoE, 2003:p.35). The fourth goal on sub-sector goals on high schools on strengthening the capacity of High School Education boards was to plan, cost, manage and monitor

delivery of education services. McNamara and O' Hara (2008), pointed out that in education this had been manifested in the prioritisation by many governments of two key goals namely school autonomy and school accountability. To achieve school autonomy, it was required that schools and teachers became more autonomous, taking greater responsibility for budgets, planning, self-evaluation and professional development.

In the strategic plan (2003), a secondary school could be evaluated for quality and efficiency based on the performance of pupils at grade 12 examination. The quality of high school education would ultimately be assessed by pupils' performance in the School Certificate examination at end of Grade Twelve (MoE, 2003; p.37). The use of examination as a yardstick for performance has been a practice in most countries of the world. The method of using examination as a yardstick of quality performance is used in Asian countries as well. In a seminar held in Kuala Lumpur, Malaysia it was also noted that, probably still more popular with policy- makers is a school evaluation using examination and test results (United Nations for Educational Scientific Cultural Organisation, 2004).

However, the well outlined strategic plan in Zambia was slowed down by many problems faced by the Directorate of Standards and Curriculum. This was because of the lack of transport for Standards Officers to cover many schools in the country adequately and schools were in far flung inaccessible places to be evaluated regularly. Another problem faced by the Directorate of Standards and Curriculum is lack of adequate staff, therefore evaluation has not been carried out frequently by field inspections in order to monitor and maintain appropriate educational standards (MoE, 2003:46). It has also not been providing frequent professional encouragement,

guidance and counselling to teachers through visits to schools as well as arranging in-service training courses.

Moreover, in Lusaka province the schools are too many for the Education Standards Officers to visit regularly. This has left schools without being evaluated for many years resulting in poor management of public secondary schools, as management has lost its guard on quality management.

The gap in the education management system is that the schools lack frequent or regular evaluation by the Education Standards Officers (ESOs) to ensure that quality delivery of education was well managed by school managers. In an effort to ensure that quality delivery of education took place, the Ministry of education revised the Standards and Evaluation guidelines of 1997 in 2015. These are the current guidelines governing the self-evaluation by schools. The revision was important as it suggested how the schools were to evaluate themselves, which signified that the schools were to help in achieving quality education. This now involved the stakeholders directly at the point of education delivery.

1.5 Current evaluation trend in Zambia

Assuring quality of the education system is the overriding goal of the Ministry of General Education (MOE, 1996). In Zambia the Standards and Evaluation Guidelines for the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE, 2015) presents the guidelines for schools to evaluate themselves and the basic benchmarks for provision of quality education. The concerns on quality of education have mostly been based on the findings from Ministry of Education biennial national assessment surveys, which have been conducted since 1999 (MESVTEE, 2015). The surveys indicate that there has been little progress in quality, as measured

by the examination of scores of learners. This makes it evident that the basis of evaluation is examinations and not on school based self-evaluation for assured quality management.

The role and functions of the Standards and Curriculum department are outlined in the Standard and Evaluation Guidelines of 2015. The document states that the core business of the Directorate of Standards and Curriculum was to ensure that quality learning and teaching comes first in all schools (MESVTEE, 2015:33). However, this does not only refer to subject content, methodology and instructional materials but also to quality in the management of human, material and financial resources.

However, despite the Standards and Evaluation document guiding schools on school based self-evaluation, the implementation of school based self-evaluation to achieve assured quality management has not been examined. For any meaningful school based self-evaluation to take place, the role of the school management should not be overlooked. Much research has demonstrated that the quality of education depends primarily on the way schools are managed, more than on the availability of resources, and the capacity of schools to improve teaching and learning was strongly influenced by the quality of the leadership provided by the head teacher (IIEP, 2000). The question that can be asked in the Zambian context is how ready were the school managers to effectively implement school based self-evaluation?

The Standards and Evaluation Guidelines of 2015 gives way for self-evaluation by the schools. It guides how schools are to conduct self-evaluation in terms of frequency and provides a sample for monitoring each group of people in the school. The Standards and Evaluation Guidelines of 2015 presents the monitoring instrument samples for the various departments in a school to help them evaluate themselves. Traditionally, the

inspection system was supposed to exercise control over schools and to offer advice for improvement (Grauwe and Naidoo, 2004). However, modern methodology calls for schools to evaluate themselves. Rudd and Davies (2000), state that several years on, however, it is apparent that the processes and frameworks used as a basis for inspection have been modified so as to take greater account of a growing drive for internal, self-evaluation, arising from the desire of schools and teachers to assess for themselves how well they were doing.

In the United Kingdom (UK), OFSTED (1998) guidelines advocated for the consolidation of the process of self-evaluation as shown in European publications which were made on how to go about the internal evaluation. Furthermore, the publications from Ofsted such as School Evaluation Matters (1998) focused directly upon self-evaluation and have offered advice to schools about the processes involved in carrying out evaluation. The guidelines from MoE (2015) encourage schools to conduct self-evaluations in line the UK. What is not known, is how the schools are implementing school based self-evaluation for assured quality management in Zambia. The type of evaluation that has been mostly studied in Zambia is classroom based (Kapambwe, 2010). In Zambia, continuous assessment (CA) is defined as an on-going, diagnostic, classroom-based process that uses a variety of assessment tools to measure learner performance (MoE, 2005:5).

Kampabwe (2010), reported that in Zambia, the Ministry of Education introduced school based continuous assessment for two reasons: To improve teaching and learning and to collect school based marks to be added to the final examination marks for certification and selection. The gap in the work of Kapambwe (2010) is that school based self-evaluation for assuring quality management was not covered.

Therefore, this study looked at how the schools were implementing school based self-evaluation for assuring quality management as a way of complimenting the efforts made by the Ministry of Education in ensuring that quality education was achieved through quality management.

1.6 Statement of the problem

The system of evaluation for quality education in public secondary schools in Zambia has mostly been conducted by Education Standards Officers from the Directorate of Standards and Curriculum Department in the Ministry of General Education who give reports to the education authorities on the management of schools. Due to inadequate staff at the Directorate of Standards and Curriculum, schools have not been evaluated regularly (MoE, 2003). Despite the MESVTEE introducing school based self-evaluation tools which gives guidelines on how schools should conduct self-evaluation, little is known of how effectively this has been implemented. There is no known research in Zambia that has directly addressed this issue and the absence of such research may lead to compromised delivery of quality education and if this is not addressed it can retard Zambia's efforts to achieve vision 2030 of attaining well rounded quality education. From the background given from the preceding section, the problem identified for investigation in this study was that little is known on how schools were implementing school based self-evaluation to realize assured quality management of schools.

Hence, the research problem was how were the public secondary schools in Lusaka province implementing school based self-evaluation for assuring quality management?

1.7 Purpose of the study

The study sought to establish how selected public secondary schools in Lusaka Province were implementing school based self-evaluation for assured quality management.

1.8 Study objectives

The specific objectives of the study were to:

1. Assess the awareness by stakeholders of school based self-evaluation in ensuring quality management.
2. Establish if schools were conducting school based self-evaluation in assuring quality management.
3. Identify who was involvement in school based self-evaluation in assuring quality management
4. Determine areas evaluated in school based self-evaluation in assuring quality management
5. Establish the benchmarks that confirm that school based self-evaluation was leading to quality management.
6. To come up with a model on how schools should implement school based self-evaluation.

1.9 Research questions

The research questions for the study were:

1. How aware are the stakeholders of school based self-evaluation?
2. How are schools conducting school based self-evaluation in assuring quality management?

3. Who was involvement in school based self-evaluation in assuring quality management?
4. Which areas were evaluated in school based self-evaluation in assuring quality management?
5. What benchmarks were in place to ensure that school based self-evaluation was leading to quality management?
6. What model is suitable on how schools should implement school based self-evaluation?

1.10 Significance of the study

The issue of school based self-evaluation for assuring quality management has not received the attention it deserves with regard to the mission statement in the national policy. The policy reads evaluation introduces an effective monitoring and evaluation process that is vital to the improvement of quality and standards of performance in schools (MoE, 1996). It is hoped that the study has generated information on the relationship between school based self-evaluation and assured quality in management of public secondary which may help the schools to bridge the gap of awareness by the stakeholders, so that all stakeholders can fully implement the process for quality results.

Secondly, the study established that academic benchmarks existed in the Ministry of Education and in a few individual schools. The research may provide insight for all schools to strive to set and embrace benchmarks not only in academics but for all areas in the school in order to promote quality management.

The study established that school based self-evaluation was not consistently implemented in order to achieve quality management. The findings of this study may

help the Ministry of General Education to direct schools to generate meaningful local policies on school based self-evaluation for assuring quality management which will meet individual school needs.

The study has revealed models of school based self-evaluation that have successfully been implemented in some countries in the world. It is hoped that the suggested model on school based self-evaluation can be adopted so that it can help school Head teachers to strengthen school based self-evaluation in Zambia.

School based self-evaluation and evaluation by external evaluators complement each other. It is hoped that the findings may help the stakeholders to realize that school based self-evaluation cannot replace the external evaluation but that it can only complement the efforts of external evaluation. This would, therefore, help to design further strategies to affirm their complimentary properties.

It is also hoped that the findings may add to the body of knowledge on the role the school managers' play in the process of school based self-evaluation in order to achieve assured quality management of schools.

1.11 Delimitation of the study

The study was limited to establishing how public secondary schools were implementing school based self-evaluation for ensuring quality management in selected public secondary schools in Lusaka Province. The study only took into consideration participants that had been those particular schools for more than one year.

1.12 Limitations of the study

As noted earlier, the study focused on establishing how schools were implementing school based self-evaluation for assured quality management in selected public secondary schools. Since it was only selected public secondary schools in Lusaka, the

findings may not be generalised. A study of whether schools are conducting school based self-evaluation in one province may not represent all public secondary schools in the country. The results of this study may only be representative of the sampled groups.

However, it is hoped that the educational nature of this study could hopefully contribute to the generation of new ideas and perspectives on the implementation of school based self-evaluation for assuring quality management and link it to provision of quality education.

1.13 Definition of Operational Terms

Education Standards Officer: New term for an external school evaluator in Zambia.

Head teacher: An individual who is in charge of day to day running of the school and directs policy issues and manages human resource especially teachers.

Inspector: A term that was used for an external school evaluator.

Management: This is an act of planning, organising, directing and controlling the resources of the organisation both human, finance and material together with other to accomplish the desired objectives.

Public Secondary School: A school that runs from grades eight to twelve managed by the government.

Quality assurance: Systematic, usually external audit for accountability purposes.

Quality: Refers to efficiency, effectiveness, and quality use of resources.

School Manager: An individual who is in charge of the day to day running of the school and directs the activities concerning policy issues.

Self-assessment: Involves an examination of the knowledge, skills and attitudes gained by the pupils rather than focussing on the processes involved in self-evaluation.

Self-evaluation: Self-evaluation is a process of reflection on practice, made systematic and transparent, with the aim of improving pupil, professional and organisational learning.

School based self-evaluation: A process where all stakeholders in the school are involved in a process of reflection on practice made systematic and transparent with aim of improving overall school environment.

1.14 Structure of the Thesis

This thesis is divided into six chapters. This chapter has presented the background to the study, statement of the problem, purpose of the study, objectives and research questions, significance of the study, delimitation, limitation and definition of operational terms.

The next chapter presents the conceptual framework, theoretical framework and review of literature relevant to the study.

Chapter three provides research methodology used in this study and this includes the research design, target population, study sample and sampling procedure, research instruments and data collection and data analyses procedures.

Chapter four presents the findings of the study and these are presented in both quantitative and qualitative forms, graphs and frequency tables have been used where necessary. This chapter is guided by research questions.

Chapter five presents the discussion of the findings in relation to the objectives of the study.

Chapter six, which is the last chapter, comprises the conclusion of the study, recommendations as well as recommendations for future research.

1.15 Summary of the Chapter

In chapter one the critical issues were discussed to put the study in context. An overview of self-evaluation was given, the historical perspective in Zambia, establishment of Directorate of Standards and Curriculum department then the current trends were discussed. The inadequacies in external evaluation in Zambia were briefly outlined and the new trends in evaluation were introduced. This chapter discussed the statement of the problem, objectives, research questions, significance of the study, including delimitations, limitations and structure of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

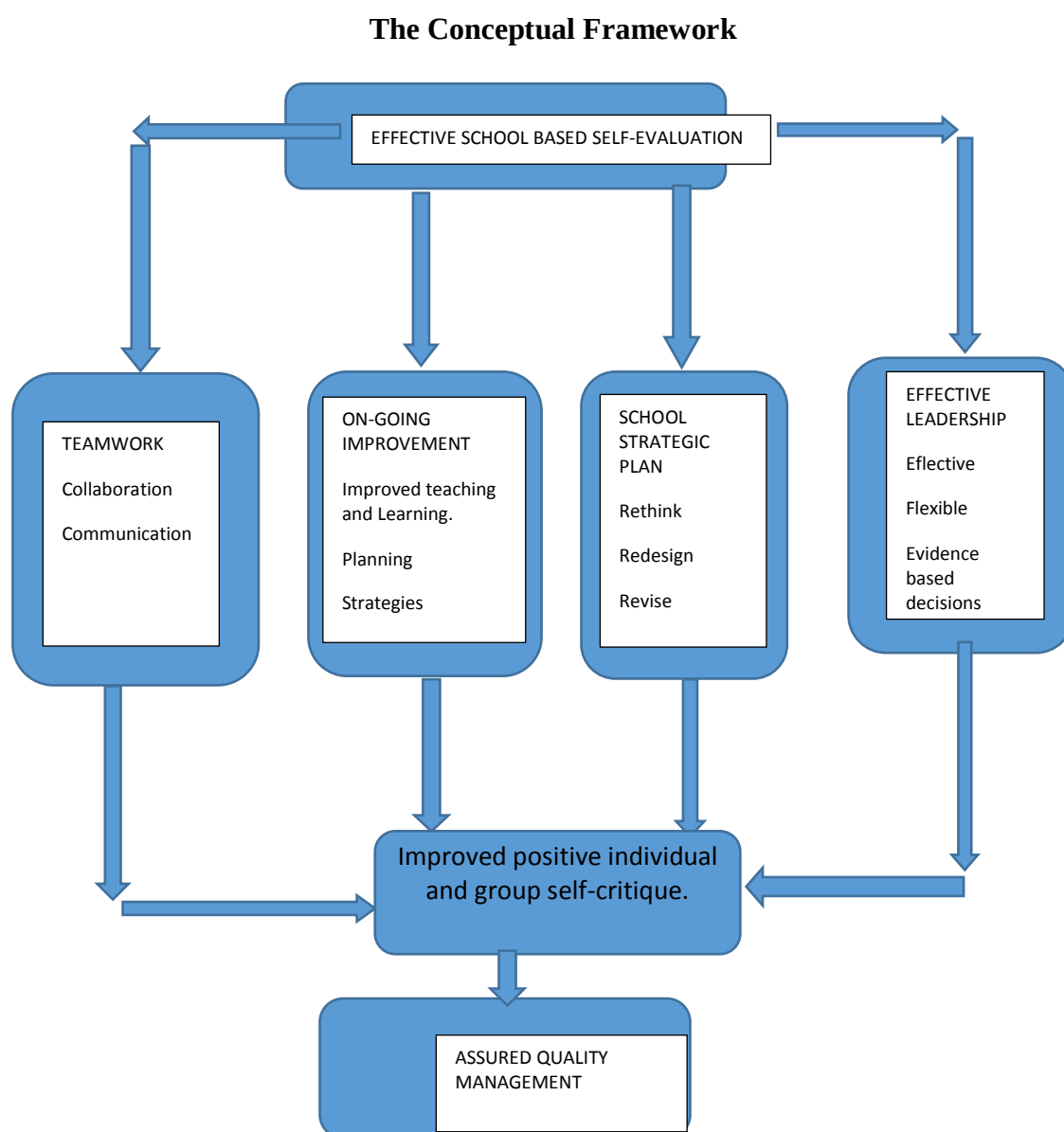
2.0 Overview

This chapter presents the review of related literature to the study. It begins by explaining the conceptual and theoretical framework that guided the study. The literature that was reviewed was related literature of researches undertaken in regards to School based self-evaluation, the benefits and challenges including work that outlines the process of school based self-evaluation.

2.1 Conceptual Framework

This conceptual framework has four main variables that stem from the tool-effective school based self-evaluation. Once school based self-evaluation is applied effectively it would result in improvements in most of the areas in the school and this could result in a lot of time spared for administrators to concentrate on other issues of developing school planning, policy implementation and effective leadership. The effect of this would result in assured quality management. Goldberg (2002), states that quality management provides a connection between outcomes and the process by which outcomes were achieved. Strategies for quality enhancement rely on the identification of areas of potential improvement and the specification and implementation of plans to address these. Oliver and Conole (2000), state that evaluation could fulfil a variety of roles in the quality assurance process, including acting as part of the quality assessment process or as a structure for devising quality enhancement plans. Where there is effective school based self-evaluation, the following would happen; teamwork, continuous improvement, developed school planning and effective leadership. Frazier (1997), observed that if, as many people realised, that the cause of failures in education

was a problem in design, then quality management would be regarded as an ideal systemic process for managing change in public education.



Teamwork

If school based self-evaluation is effectively implemented, it would bring about teamwork. Teamwork would be enhanced due to collaboration involving all stakeholders who would contribute to the process of school based self-evaluation at their levels. Collaboration means everyone being aware of their role in improving the

school in their section as well as being aware of what was going on in the rest of the school. Checutti (2005), posits that a culture that promotes quality was painstakingly created by those schools; where the staff was fully committed and felt deeply responsible for the achievement of the vision; where a climate of collaboration and participation by all stakeholders permeated all initiatives, each and every one was determined to become an agent of change. Engaging staff members, volunteers, and other stakeholders in the design and implementation of an evaluation would provide opportunities for skill building and learning (NOAA, 2000).

Open, honest and robust self-evaluation requires good communication among all those with a stake in the school: the staff, board, pupils, parents and the school's partners. All members of the school community need to recognise their contribution to the schools' success and the actions required for further improvement (Ofsted, 2006). Effective school self-evaluation provides the school with a mechanism to engage in open and transparent communication with the entire school community (DES, 2012).

On-going improvements

Effective school based self-evaluation would result in continuous on-going improvements in all areas in the school. The areas involved are teaching and learning, accounts, stores, environment, infrastructure, staff development, leadership as well as capacity building. When evaluation is oriented towards the improvement of practice within schools, teachers are typically open to reveal their weaknesses, in the expectation that conveying that information would lead to more effective decisions on developmental needs and training (DES, 2012). It would bring about improved teaching and learning and make it positive, measurable and significant. Self-evaluation serves two functions that is improvement and accountability. Firstly, self-evaluation seeks to improve the teacher's own practice and system by identifying strengths and

weaknesses for further professional development – the improvement function. By providing activities that require recorded outputs, evaluation can produce documentary evidence of assumptions, processes and outputs. In this case the process is school based self-evaluation and the outcome is assured quality management. Conole (2004), alludes that the value of evaluation in quality assurance and enhancement process and of its relevance in educational development would be improved through practice.

Secondly, self-evaluation is aimed at ensuring that teachers performed at their best to enhance student learning – the accountability function (DES, 2012). All stakeholders would account for their contribution in the process of school based self-evaluation. Finally, evaluation can also contribute to the traditional notion of quality as excellence, by bringing good practice within the reach of all practitioners in a usable format. This enables leaders to get involved in continuous planning and utilising strategies they deem workable. This allows widespread innovation and improvements to quality, in marked contrast to the implicit and tacit expertise that frequently remains with the early adopters within communities (Conole, 2004).

Checutti (2005), noted that quality after all was about, keeping to agreed aims and policies; meeting the needs of customers and continuously trying to improve. In a school, all areas would improve continuously with continuous improvement. This would avoid lapses in administration.

Leadership

For leadership to be effective, the vision and goals should be well known by the administrators of the school as these have a bearing on the entire evaluation process to achieve quality management (DES, 2012). The professional leadership starts with the vision that is reflected in the goals of the school. The head teacher sets the tone and standard of the school (Benford and Nilsson 1999:84). Explicit alignment of evaluation

with quality assurance (QA) processes can be designed to contribute to quality enhancement procedures. One example of this would be to get practitioners to evaluate their current practice, assessing the strengths and weaknesses highlighted by this process, and then devising alternative approaches that redressed these (Conole, 2004). In this case, real and recognised pedagogical leadership was necessary to use the teacher evaluation process developmentally and avoid the image of a bureaucratic device (DES, 2012).

School leaders and managers needed to be able to measure progress in practical ways. The steps needed for good self-evaluation were simple. In the process of implementing school based self-evaluation, flexibility is recommended to allow for a rethink in the approach taken in case of some problems hindering quality management. These do not always have to be followed in a set sequence, or carried out at the same time, but they would always focus on outcomes for pupils or actions that would lead to an improvement in outcomes (Ofsted, 2006).

Decisions taken during effective school self-evaluation should be based on sound, reliable and specific information or evidence (DES, 2012). This deals with why one needed indicators to ensure that school based self-evaluation was taking place. Evaluation provides perspective, evidence and types of information necessary for sound decision-making (NOAA, 2000). This includes indicators such as test and examination results, improved competences, positive feedback, policy adjustment and benefits could be included as indicators of school based self-evaluation. What makes evaluation particularly relevant in the context of quality assurance is the importance of sound procedures and documentary evidence for decision making (Benefitsof, 2016). Facts, evidence and data analysis lead to greater objectivity and confidence in decision making (ISO, 2015).

School Strategic Plan

School strategic plan must be properly thought out as this can lead to school improvement which is synonymous to quality management of the school. School self-evaluation, will lead schools to reflect and rethink critically about the aims and key priorities of the school and what is needed to be done to bring about school improvement and improvements in the pupils' learning (DES, 2012). The strategic plan provides a rich source of evidence for quality assurance and assessment purposes, and is of value to individuals seeking recognition for professional development through assessed reflective portfolios (Benefitsof, 2016). The leader may redesign the way of doing things if after self-evaluation flaws were discovered in the school strategic plan.

School self-evaluation can encourage flexibility and creativity during planning among leaders. Strategies to implement the school development can be revised and redesigned if need arose. A willingness to rethink, revise and redesign ways of doing things on the part of teachers, Principals, Deputy Principals and school management were features that indicated that effective school self-evaluation was taking place (DES, 2012). Explicit alignment of evaluation with QA processes can be designed to contribute to quality enhancement procedures. Areas of consideration would involve the attitude of the administrators in the way they accepted criticism. The process of effective school self-evaluation can bring about enhanced positive attitude or approach by all stakeholders, by so doing management can concentrate on more pertinent issues and can make meaningful follow ups and this can bring about Assured Quality Management (AQM). The researcher hopes this model would help define effective school based self-evaluation process that can bring about positive attitude/approach that can lead to assured quality management in a holistic perspective for public

secondary schools in Zambia. It could evolve as quality measurement tool to aid continuous quality improvement in management of public secondary schools in Zambia.

2.2 Theoretical Framework

The study was informed by Edward Deming's Total Quality Management (TQM) theory in an attempt to explain the basis of achieving excellence in implementing school based self-evaluation for assuring quality management in secondary schools in Zambia. The roots of Total Quality Management can be traced to the early 1920s production quality control ideas, and notably the concepts developed in Japan beginning in the late 1940s and 1950s, pioneered there by Americans Feigenbaum, Juran and Deming. (Chapman 2008).

Joseph Juran, was also arguably the first quality expert to emphasise that no quality management system works unless people were empowered and committed to take responsibility for quality as an ongoing process for quality to become part of people's behaviour, attitudes and ethos (Chapman, 2008).

Total Quality Management (TQM) was first espoused by Dr. W. Edwards Deming in the late 1950's. His ideas were not accepted by United States industry but were heartily endorsed by Japan in their recovery from the Second World War. Largely as a result of the implementation of TQM, that was made in Japan' TQM has changed from a derogatory term to high praise (Walton, 1986).

Deming was the first theorist to align the TQM theory to educational organisations. According to the Deming's Total Quality Management theory, the framework for transforming schools was based on Fourteen TQM principles. TQM can be a powerful tool in the educational setting even though it was developed with manufacturing

processes in mind. Winn & Green (1998), postulate that the key elements to a successful implementation were firstly, to gain the support of everyone in the chain of supervision. Secondly, to identify your customers. Thirdly, to focus on refining the process and lastly to use Deming's Fourteen Points as a guide and checklist during the effort of implementation. The concept of TQM was applicable to academics. Whether viewed through Deming's 14 points, Juran's Trilogy, or Kaoru Ishikawa's Thought Revolution, TQM embodies four fundamental tenets: primary focus on customers and suppliers, universal commitment to continuous improvement, a systems approach, and top management responsibility. Educational organisations were recreating their work processes, interactions, mission statements, and long-term vision and strategies based on the principles.

Many educators believe that the Deming's concept of TQM provides guiding principles for needed educational reforms. In his article, "The Quality Revolution in Education," John Jay Bonstingl (2001) outlined Deming's TQM principles he believed were most salient to education reform. He called them the "Four Pillars of Total Quality Management." These were synergies of relationships, continuous improvement and self-evaluation, system on-going process and Leadership. Winn & Green (1998), posit that the final result would be a more efficient operation and a teamwork attitude rather than an 'us versus them' attitude between faculty and students. The current study was informed by Deming's TQM as presented by Bonstingl (2001) in his 'four pillars'. Jurow and Barnard (1993), quoted Deming web dictionary definition of TQM as a system of continuous improvement employing participative management and centered on the needs of customers. Key components of TQM are employee involvement and training, problem-solving teams, statistical methods, long-term goals and thinking, and recognition that the system, not people, produces

inefficiencies. Similarly, an education system that had flaws would produce inefficiencies.

Some of Deming's terminology needed to be translated to schools as well. For example, superintendents and principals could be considered management. Teachers are employers or managers of students. Students are employees, and the knowledge they acquire was the product. Parents and society were regarded as the customers. With these translations made, many applications could be made to schools (Lunenburg, 2010).

Pillar 1: Synergistic Relationships

According to Bonstingl (2001), the first pillar an organisation must focus on, first and foremost, its suppliers and customers. In a TQM organization, everyone was both a customer and supplier; this confusing concept emphasised the systematic nature of the work in which all were involved. Bonstingl (2001), defined Total Quality Management as a system of continuous improvement that involved all workers in a business from upper management to production line workers. In other words, teamwork and collaboration are essential. In line with Murray (2014), Kelchner (2008) defined TQM as it takes into account all quality measures taken at all levels and involving all company employees. There were no two businesses that use TQM in exactly the same way.

In line with the purpose of TQM, Lunenburg (2010), stated that for schools, the purpose of the system should be clear and shared by all stakeholders that is the school board members, administrators, teachers, support staff, parents, community and students. Traditionally, education had been prone to individual and departmental isolation. However, according to Bonstingl (2001) this outdated practice no longer served the purpose that: "When I close the classroom door, those kids are mine!" was

a notion too narrow to survive in a world in which teamwork and collaboration result in high-quality benefits for the greatest number of people. Winn and Green (1998), insist on quality in everything, classroom instruction, bookstore service, campus policing, restroom cleaning, and interactions with the legislature. To achieve this quality, an atmosphere of cooperation as opposed to competition was to be instilled. The very application of the first pillar of TQM to education emphasises the synergistic relationship between the “suppliers” and “customers”. The concept of synergy suggested that performance and production was enhanced by pooling the talent and experience of individuals (Bonstingl, 2001). According to Deming’s (2000) principles, an institution is supposed to develop a mission statement as a corporate purpose or aim with everyone in agreement on them. Similarly, schools were supposed to have localised mission statements which depicted their attributes. Winn and Green (1998), agree by stating that developing a mission statement was not a trivial task; it requires a real understanding of just why the organisation existed. In a classroom, teacher-student teams were the equivalent of industry’s front-line workers. The product of their successful work together was the development of the student’s capabilities, interests, and character (Bonstingl, 2001). He further explained that in one sense, the student was the teacher’s customer, as the recipient of educational services provided for the student’s growth and improvement.

Bonstingl (2001), views the teacher and the school as suppliers of effective learning tools, environments, and systems to the student, who was the school’s primary customer. He further posits that the school was responsible for providing for the long-term educational welfare of students by teaching them how to learn and communicate in high-quality ways, how to access quality in their own work and in that of others, and how to invest in their own lifelong and life-wide learning processes by maximizing

opportunities for growth in every aspect of daily life. In another sense, the student was also a worker, whose product was essentially his or her own continuous improvement and personal growth. Lunenburg (2010), postulates that existing methods, material and environments would be replaced by new teaching and learning strategies where success of every student was the goal and individual differences among students were addressed.

Pillar 2: Continuous Improvement and Self Evaluation

The second pillar of TQM that Bonstingl (2001) applies to education is the total dedication to continuous improvement, personally and collectively. Within a Total Quality school setting, administrators worked collaboratively with their customers: teachers. Murray (2014), also agrees to this principle by adding that one core component to TQM is the principle of continuous improvement. Any continuous improvement effort had to begin with an accurate understanding of the process that had been identified for improvement. According to Deming (2000), it always costs more to fix a problem than to prevent one. Reliance on remediation could be avoided if proper intervention occurred during instruction. Its philosophy was ‘that you must improve quality with fewer resources, because, if you didn’t, your competitor would (Freemans, 1993:156f). Bonstingl (2001), went on to say that gone are the vestiges of “Scientific management” whose watchwords were compliance, control and command. The foundations for this system were fear, intimidation, and an adversarial approach to problem-solving. Today it was in one’s best interest to encourage everyone’s potential by dedicating oneself to the continual improvement of one’s own abilities and those of the people with whom they worked and lived with. Total Quality was, essentially, a win-win approach which worked to everyone’s ultimate advantage (Bonstingl, 2001).

According to Deming (2000), no human being should ever evaluate another human being. Therefore, TQM emphasised that self-evaluation is part of a continuous improvement process. According to Murray (2014), TQM is an approach that sought to improve quality performance which would meet or exceed customer expectations. In addition, this principle also laminated to the focusing on students' strengths, individual learning styles, and different types of intelligences (Bonstingl, 2001). The focus of improvement efforts in education, under Deming's approach, was on teaching and learning processes. Based on the latest research findings, the best strategies would be attempted, evaluated, and refined as needed (Lunenburg, 2010).

Since workers knew more about their jobs than management did, their input was vital to improving the system. It was a manager's responsibility to continually train employees in the methods of TQM, involve them in management decisions, and listen to their suggestions for system changes, and work to implement these changes.

Pillar 3: System of Ongoing Process

The third pillar of TQM as applied in academics is the recognition of the organisation as a system and the work done within the organisation is to be seen as an ongoing process (Bonstingl, 2001). Deming (2000), notes that if quality was absent, the fault was in the system. It is management's job to enable people to do their best by constantly improving the system in which they worked. The primary implication of this principle is that individual students and teachers were less to blame for failure than the system in which they worked. Quality speaks to working on the system, which must be examined to identify and eliminate the flawed processes that allowed its participants to fail (Bonstingl, 2001). In the same line, Kelchner (2008) agrees with Bonstingl (2001) by stating that implementing a Total Quality Management system in a company requires extensive training of employees. The employee training includes

instruction in problem solving techniques and the tools to evaluate a process and identify weaknesses such as statistical process control and brainstorming techniques.

Since systems were made up of processes, the improvements made in the quality of those processes largely determine the quality of the resulting product. However, Fain (2014) had a different view by stating that getting everyone in an organisation up to speed on a new process like TQM takes time away from actual production. In the same line, Talib, (2013) stated that implementing TQM systems could take many years. Employees came and went, with each of them requiring this training and training took time and involved significant investment by the company in dollars and resources. As such, TQM implementation were viewed as a long-term investment that would not immediately improve process across all individuals and departments. In the new paradigm of learning, continual improvement of learning processes based on learning outcomes replaced the outdated “teach and test” mode (Bonstingl, 2001).

Pillar 4: Leadership

The fourth TQM principle that applied to education is that the success of TQM is the responsibility of top management. The school teachers were to establish the context in which students could best achieve their potential through the continuous improvement that resulted from teachers and students working together (Bonstingl, 2001). Teachers who emphasise content area literacy and principle-centered teaching, provided the leadership, framework, and tools necessary for continuous improvement in the learning process (Bonstingl, 2001).

According to Bonstingl (2001), the practical evidence was that the TQM principles helped the schools in the following:

- (a) Redefining the role, purpose and responsibilities of schools.
- (b) Improving schools as a “way of life.”
- (c) Planning comprehensive leadership training for educators at all levels.
- (d) Create staff development that addresses the attitudes and beliefs of school staff.
- (e) Using research and practice-based information to guide both policy and practice.
- (f) Designing comprehensive child-development initiatives that cut across a variety of agencies and institutions.

Bonstingl (2001), states that in order to achieve the above as opportunities to the academic scenario, in addition to patience, participatory management among well-trained and educated partners was crucial to the success of TQM in education; everyone involved was to understand and believe in principles. Some personnel who were committed to the principles could facilitate success with TQM. Their vision and skills in leadership, management, interpersonal communication, problem solving and creative cooperation were important qualities for successful implementation of TQM.

The form that a particular implementation took was dependent on many factors such as the size of the institution, whether the institution was private or public, and the strengths of the people involved, but the most important variables were the maturity of the students and the involvement of the employer. Careful consideration of all aspects of the educational system would help determine just how the TQM implementation would ultimately look. The principles of TQM could also be applied to high school, middle school, and elementary school educational processes as well as to training situations (Winn & Green, 1998).

2.3 Concept of Evaluation

The early days of supervision and evaluation began in the 1700s and lasted until the mid-1800s. They were characterised by a reliance on clergy to provide guidance and supervision of teachers. Clergy were considered logical choices for this role because of their extensive education and presumed ability to guide religious instruction in schools (Tracy, 1995, p. 320). As school systems became more complex, the need for more specialized guidance for teachers gave rise to the principal teacher as leader and a growing awareness of the importance of pedagogy. According to Burke and Krey (2005), individual supervisors or supervisory committees are charged with monitoring of the quality of instruction and had nearly unlimited power to establish criteria for effective instruction and to hire and fire teachers. Because there was no necessary agreement regarding the importance or nature of pedagogical expertise, the quality and type of feedback to teachers highly varied.

By the mid-1800s, the view of teaching was that it was a complex endeavour requiring complex feedback if expertise was to be fostered. Blumberg (2009), notes that at this time supervision began to focus on improving instruction. Too much reliance ought not to have been placed upon visitation to the schools, to give method to the teacher and efficacy to his or her instructions.

The era of scientific management lasted from the late 1800s until right before Second World War and was characterised by two competing views of education. Marzano, Frontier and Livingston (2011), noted that one was the view that the purpose of education was the promotion of democratic ideals. The other view was that schools functioned best when approached from the perspective of scientific management. Throughout this era, the scientific approach gained strength and acceptance. The period after World War II saw a swing away from the scientific approach to an

emphasis on developing the teacher as an individual. This period also saw a proliferation of the responsibilities of the supervisor. The next era, lasting from the late 1960s to the early 1970s, saw the phenomenon of clinical supervision—one of the most influential movements in supervision and evaluation. The Hunter model was combined with clinical supervision to produce a widely used but oftentimes prescriptive approach to supervision. This period was followed by developmental or reflective models that were much less prescriptive (Marzano, Frontier and Livingston, 2011).

The mid-1990s saw the introduction of the Danielson model to teacher supervision and evaluation. Finally, the first decade of the 21st century witnessed heavy criticisms of current evaluation practices calling for major changes in tenure and compensation. Since the turn of the 21st century, emphasis shifted from supervision to evaluation, as well as from teacher behaviour to student achievement. Tucker and Stronge (2005) championed the importance of student achievement as a criterion in the evaluation process. They specifically argued for evaluation systems that determine teacher effectiveness using evidence from student gains in learning as well as observations of classroom instruction.

The report by Toch and Rothman (2008: p2) provided a provocative perspective on teacher evaluation. They critiqued current supervisory and evaluative practices, saying they were "superficial, capricious, and often did not even directly address the quality of instruction, much less measure students' learning" (p. 1). Specifically, they described teaching as a profession that focused on formal credentials rather than on instructional effectiveness and student achievement.

Simmons (2002), indicates that Michael Power, a Professor of an Accounting School of London, wrote in local paper that: "It has been called the 'age of inspection' the

‘evaluative state’ and the ‘audit society’, whatever term one prefers. There can be little doubt that something systematic has occurred since 1971”. Simmons (2002), further states that the above statement by Power signified the thrust of evaluation that is prevalent in public policy today – that of external accounting or surveillance of social systems.

In about the year 2005, new concepts on educational and school governance gave a new impetus to both school self-evaluation and proportional school inspection. The Policy White Paper, *Educational Governance* (Parliamentary year 2004-2005) in England outlined new governance relationships, which were intended to give more autonomy and responsibility to schools, and to diminish administrative burdens (Scheeren, 2002).

Many countries depended on external evaluators to do all evaluations in schools. With time this evolved to schools being encouraged to evaluate themselves. There was an increasing international trend of democratisation and decentralisation of education, from the bureaucratic national to an autonomous school based education, in terms of financial management, human resource management and curriculum management. In countries like Ireland, the Department of Education observed that with the democratisation of education and associated decentralisation of authority, schools were increasingly being held accountable for their performance (DfES, 2004).

In many countries there has been a move away from school evaluation which emphasises on compliance with central policies and procedures towards much greater stress being placed on the need for schools to evaluate themselves as part of wider strategies of school improvement (OCED, 2009). According to Ryan, Gandha, and Ahn (2013), all schools are expected to conduct their own self-evaluations and to

prepare for external inspections in accordance with some common evaluation frameworks.

2.4 Concept of School self-evaluation

Different scholars, researchers and authors have offered many definitions and explanations of school self-evaluation over the years. Different definitions to school self-evaluation are significant in understanding why different people may perceive it similarly or differently.

According to Grauwe and Naidoo (2004), evaluation is almost at the centre of all education quality improvement policies and strategies in all countries today.

The definition of self-evaluation is diverse because it depended on the dimension one was looking at. In a school setting a number of evaluations can be done, some of which are teacher evaluation, student evaluation, school evaluation and system evaluation.

The current study looked at the school self-evaluation as the particular subject being involved in making a critical reflection over quality services. Similarly, this study looked at the school stakeholders as the ones taking time to reflect on the system in a professional way. The following are some definitions of school based self-evaluation given by various scholars:

Schildkamp (2007), defines school self-evaluation as a procedure involving systematic information gathering which is initiated by the school itself and aimed to assess the functioning of the school and the attainment of its education goals for the purpose of supporting decision-making and learning for fostering school improvement as a whole.

Scheeren (2002), defines the term school self-evaluation as the type of evaluation where the professionals that carry out the programme or core service of the organisation carry out the evaluation in their own organisation. In agreeing with

Scheeren (2002), Chapman and Sammons (2013) describes school self-evaluation as a process by which members of staff in a school reflected on their practice and identified areas for action to stimulate improvement in the areas of pupil and professional learning. School self-evaluation is primarily about schools taking ownership of their own development and improvement. School self-evaluation empowers a school community to identify and affirm good practice, and to identify and take action on areas that merit improvement (DES, 2016). According to Moelands and Ouborg (1998), the term school self-evaluation means that it is the school itself that evaluates instruction. Through school self-evaluation, the strengths and weaknesses of schools are summarised, and it is determined whether or not the instruction in question leads to the achievement of the intended results.

School self-evaluation involves reflective enquiry leading to action planning for improvement that is informed by evidence gathered within each school's unique context. The process enables schools to use this evidence to identify meaningful and specific targets and actions for improvement that focuses on teaching and learning practices and outcomes. It enables them to create and implement improvement plans, to measure their progress, and to identify their achievements (DES, 2016). School self-evaluation is a collaborative, inclusive, reflective process of internal school review (DES, 2003). It is a collaborative process that builds on school development planning and assessment practices.

School self-evaluation can be defined as a procedure started by the school for gaining information on the design and goals of education in order to take policy decisions for maintaining and improving the quality of the school (Voogt, 1995; Van Petegem, 2001). This study discussed school self-evaluation from the view point of improving the school through quality management.

School self-evaluation is an internal evaluation of the school as a whole or of sub-units of the school. Scheerens, Glas and Thomas (2003), posit that it can be completely internal, but may include extensive use of external capacity. The decisive point is that the school is the initiator and the prime audience of the self-evaluation.

A system of school self-evaluation can be considered from several positions depending on the school's goals, ranging from a restricted view that focuses purely on the school's outcomes, to a broad perspective in which school assessment is focused on input, internal processes at school and classroom level as well as performance. In this second case, Capperucci (2015) suggests that the analysis may include context, input, processes and output. According to Checutti (2005), school improvement could solely be achieved through self-evaluation. School self-evaluation can be summarised as the quest to achieve quality. It is a process to quality assurance.

School self-evaluation is intended to provide school personnel with an understanding of the school's overall quality and key priorities for development, and thus, serve as a catalyst for ongoing self-reflection, learning and improvement (Ryan, Gandha, and Ahn, 2013).

School self-evaluation is also used as the starting point for external inspection. That is, the inspection team assesses to what extent and in what ways they agree or disagree with the school's self-evaluation. De Grauwe (2008), affirms that the inspection team's recommendations and feedback are intended to help school personnel be sure they have appropriately diagnosed areas for improvement and take necessary actions.

The school self-evaluation can be approached from various perspectives: In pedagogical-psychological perspective, self-evaluation is interconnected with the learning process of pupils, teachers and other actors of school life (Nevo, 1994; MacBeath et al., 2006).

From the discussion above, it can be observed that it appears there is no universally accepted definition of school self-evaluation and that there seems to be no single definition that encompasses all concepts regarding school self-evaluation.

As noted above, it would be key to identify what form school self-evaluation would take whether formative or summative or both. In this study school self-evaluation took both the formative and summative form.

2.5 Process of school self-evaluation

Systematic monitoring and evaluation is a crucial part of school self-evaluation. The importance of ‘relentless monitoring and evaluation’ cannot be over-emphasised (Ofsted, 2009). Self-evaluation is a continuous process, governed by the needs of the institution rather than the requirements of external bodies. Nevertheless, schools are accountable to their stakeholders; they need to be in a position to provide convincing evidence of their success and a clear plan of action to demonstrate how improvements will be made (Ofsted, 2006).

However, there is no single method that applies as to how the School Self-Evaluation (SSE) is to be conducted by all schools, each school would have to come up with a needs based self-evaluation format. There is no single, recommended blueprint for SSE. Schools can adopt the approach they wish, but need to ensure that it gives them insight into the strengths and weaknesses of their work and helps them to identify what they need to do to improve. As noted by the office for standards in Education in the UK, documents only offer guidance to help schools evaluate their work effectively.

Though school self-evaluation, is seen as integral to the quality improvement process, external inspections are also viewed as a key basis to quality assurance. Literature reviewed so far has shown that despite schools being encouraged to do self-evaluation as a way of ensuring quality, most research shows that the aspect of external evaluation

is still vital to offer checks and balances to quality management and delivery of education. Hofman, Dijkstra and Hofman, (2005), state that a system of school (self) evaluation can be understood from several positions depending on the school's goals, ranging from a restricted view that focuses purely on the school's outcomes (output), to a broad perspective in which the school's input, internal processes at school and classroom level and performance are assessed (e.g. the range may include context, input, processes and output).

Chapman and Sammons (2013), recommend that school self-evaluation be conducted within a coherent framework and underpinned by a set of structures that supports systematic processes to collect range of data from diverse sources and inform action to improve pupil and professional learning.

According to Ofsted (2009), Self-evaluation requires a school to address the following key questions with regard to an aspect or aspects of its work:

- i. How well are we doing?
- ii. How do we know?
- iii. How can we find out more?
- iv. What are our strengths?
- v. What are our areas for improvement?
- vi. How can we improve?

While at the same time the daily management practices were left to the local schools' responsibility. Hofman *et al.* (2004a), recommend that the internal function is the responsibility of the schools themselves; schools are supposed to determine, guarantee, and guard their quality and improve the teaching/learning process and their school performance.

The steps needed for good self-evaluation are simple. They do not always have to be followed in a set sequence, or carried out at the same time, but they always focus on

outcomes for pupils or actions that would lead to an improvement in outcomes. The outcomes provide schools' leaders and managers with benchmarks against which they could check whether or not their school was making a positive difference to the quality of education pupils received and the outcomes they achieve (Ofsted, 2006).

The study discussed some of the recommended steps to guide on how schools could conduct school self-evaluation. It must be noted that the prescribed guide is not a blue print for schools to follow but as one of the recommended guides for schools noted from the literature reviewed. The strength of this guide is that it is one of the most recent guide, bearing in mind that it is still very current and in use covering the period 2016 to 2020. It is on this view point that this study had analysed this evaluation process. The guide was produced by the Department of Education and Skills (DES) for the period 2016 to 2020 for post-primary schools.

The DES (2016) recommends the six-step school self-evaluation process as follows:

- i. Identify focus
- ii. Gather evidence
- iii. Analyse and make judgements
- iv. Write and share report and improvement plan
- v. Put improvement plan into action
- vi. Monitor actions and evaluate impact

These points are explained below:

Step 1: Identify Focus

The school self-evaluation process began with the identification of an area for focus and inquiry through teachers' own understanding and knowledge of their school context. Members of the school community would need to identify a particular aspect of teaching and learning that they wished to investigate. Oliver and Conole (2000), suggest that strategies for quality enhancement relied on the identification of areas of

potential improvement and the specification and implementation of plans to address these. This would be based on their sense of their own context and where they felt their school might profitably explore the potential for improvement (DES, 2016).

One of the important features of school self-evaluation or Inspection is the inclusion of administrators', teachers', students' and parents' perspectives in assessing school quality and developing improvement plans. Essentially, teachers and school leaders were the key agents of change (Chapman and Sammons, 2013). Ryan, Gandha, and Ahn, (2013), postulated that it would be critical to incorporate the views of a variety of key education stakeholders, including teachers as well as administrators. A school's unique features needed to shape its approach to improvement planning and determine how it deployed its resources (Ofsted, 2006). Schools would also use observation to identify and provide for the professional development needs of staff, and to link performance management with school self-review rather than establishing separate systems. In this way, observations can be kept at a manageable level and the outcomes used to evaluate staff needs, as well as individual staff performance (Ofsted, 2006).

Step 2: Gather Evidence

Once a focus for the school self-evaluation process had been identified, the school could move to gather evidence about what was working well and what could be improved (DES, 2016). Typically, information would be gathered from a number of sources. The type of information or evidence that needed to be gathered would depend on the focus of the school's evaluation. Cowie, and Croxford (2007), postulated that school self-evaluation did require schools to collect substantial data and engage in robust performance management employing data-based decision-making, though there was less attention to a school's ability to actually engage in such self-assessments. Both quantitative and qualitative data could be gathered from a number of sources

including teachers, students, parents, management, classrooms and other learning settings (DES, 2016).

It is important to ensure that evidence gathered is manageable, useful and focused. The process needed to involve staff at all levels, enabling them to recognise the contribution they could make to achieve the school's targets and how these related directly to teaching and learning. Starting points could be found in what teachers already knew about individual pupils (Ofsted, 2006). Gathering too much information could undermine each of these important considerations (DES, 2016). It was also important to ensure that the views of others formed part of the evidence base. Open, honest and robust self-evaluation would help leaders and managers at all levels to carry out their responsibilities more effectively. It would require good communication among all those with a stake in the school: the staff, board members, pupils, parents and the school's partners. According to MacBeath (2005a), the responsibility for educational quality rests firmly with the school principal and the senior leadership team. In the past, this tended to create a situation where school self-evaluation was carried out with little or no consultation of the school community. This had changed because recent developments across many systems have included the participation of a wider range of stakeholders.

All members of the school community needed to recognise their contribution to the school's success and the actions required for further improvement (Ofsted, 2006). A Leader was to consider how to account to the different stakeholders for the school's performance; the governing body, parents and carers, the local authority if one was in a maintained school, colleagues and pupils (NCSL, 2012). As collaborative practices were to be further developed among the teaching staff, team teaching and professional collaborative review would become an effective means of gathering evidence (DES,

2016). It would be difficult for leaders and managers at any level to evaluate the quality of education the school provided unless they experienced aspects of it first-hand, seeing provision as it was. Observations of teaching and learning would enable administrators to gather evidence. This and through discussion, the basis for improvement would be provided. However, the purpose of observation would be to inform practice and improve its quality and not just simply monitor. The reasons for observations needed to be discussed and made clear for the staff whose lessons were to be observed and needed to be able to receive developmental feedback from the observer and talk about and reflect on their own practice (Ofsted, 2006).

Step 3: Analyse and Make Judgements

Step three was about analysing the data and drawing conclusions based on the analysed data. Schools would determine, affirm and celebrate the strengths they identified in the aspects of practice being evaluated (DES, 2016). Consultation with key stakeholders was an important element of SSE. Schools would want to gather and use pupils' views to find out how well things were going, whether they felt safe and well supported, and then do something about areas of concern. For instance, by asking pupils whether they understood the school's policy for behaviour and whether they thought the policy was consistently applied by staff (Ofsted, 2006). They would also acknowledge the areas that were to be prioritised for improvement. In order to be as objective as possible, they could judge the quality using the statements of practice, taking due cognisance of the school context.

Using the statements in a self-evaluative way, a typical school would identify areas that required development and improvement to bring them to the level of effective practice. The statements would also assist a school to develop areas of practice from effective to highly effective, where relevant (DES, 2016).

Step 4: Write, and Share, a Self-Evaluation Report and Improvement Plan

Step four ensured that schools kept a record of their self-evaluation; plan on how they would improve the curriculum area or aspect of teaching and learning being evaluated; and shared the findings of the evaluation and the improvement plans with the school community (DES, 2016). Typically, the school self-evaluation report and improvement plan would be a single document of no more than three pages in length. Normally, it would be completed once annually. The report would be in the first section outlining the progress made on implementing improvement in areas that were the subject of evaluation and improvement plans in the previous year, new aspects of teaching and learning chosen for self-evaluation were relevant and the areas that the school had prioritised for improvement. The second section of the document was the improvement plan. This included the outline of the improvement that the school wanted to achieve and the actions that would be taken to bring about the improvements (DES, 2016).

The setting of specific targets was the starting point. Having formed a judgement based on the relevant information or evidence, a school would be in a position to decide on Specific, Measurable, Attainable, Realistic and Time bound (SMART) targets to bring about improvement. This was an important step in determining the actions that needed to be taken (DES, 2016).

The next section of the document contains targets, actions, references of who would undertake outlined action, monitor and review and time frame for targets. The final part of this step would require schools to share a summary of the self-evaluation report and improvement plan with the whole school community (DES, 2016).

Step 5: Put Improvement Plans into Action

Step five was the key step in the process. It was only when the actions in the improvement plan were implemented that the work of the school could improve (DES, 2016). Schools evaluated all they could, but not necessarily all at once. By combining the different steps or stages of self-evaluation, schools were able to evaluate all the key aspects of their provision over time, as informed by their analysis of the data and what they knew about pupils' achievement, their personal development and well-being (Ofsted, 2006). All relevant school personnel would share ownership of the actions to be implemented at individual teacher, subject department, or whole-school level. These actions would become part of the normal teaching and learning process (DES, 2016). Hout, Elliott, S. & Frueh, (2012) with other scholars and policymakers noted, that devising and investigating richer and more robust accountability and improvement systems were important next steps. Elmore (2009), specifically posited that if schools were being held accountable for improving teaching and student learning, policymakers at all levels of the educational system, regional and state levels as well as the national level, would also be expected to support the capacity required to produce improved teaching and learning. Ladd (2012), added that research on student outcomes associated with new quality improvement strategies would be crucial priorities for improvement, which built on strengths and rectified weaknesses, emerged from the findings of self-evaluation; they formed the basis of the school improvement plan. A single, integrated improvement plan brought about coherence to the school's actions by setting out priorities for development. It also helped to ensure that action was targeted to have the greatest impact (Ofsted, 2006).

Step 6: Monitor Actions and Evaluate Impact

In order to evaluate the impact of the actions, they were supposed to be monitored. Schools needed to decide: how monitoring would occur (implementation), who would be responsible for monitoring (stakeholders), how progress would be determined and reported (benchmarks), when and to whom progress would be reported (for example, at staff meetings, planning meetings, board meetings) and if targets and actions were realistic or needed to be changed (DES, 2016). The questions in step six formed the basis of the objectives of this study and made part of the research questions, the study endeavoured to answer questions based on the Zambian public secondary schools. A framework and timescale could help identify when schools would implement and monitor the delivery of their initiatives, and when they would evaluate the impact of the initiatives in order to make necessary adjustments (Ofsted, 2006).

The role of those leading the process, and the role of all teachers, in the ongoing and systematic monitoring of the implementation of the plan was important. They also needed to agree on who would take responsibility for writing a concise SSE report, for developing a school improvement plan and for implementing the actions for improvement (DES, 2012).

2.6 Debates at World conferences on Education

On many occasions on the international agenda, world conferences have dwelt on children's right to education as regards universal primary education, access, retention, equity and human rights. Such statements are found in the declarations that emerged from a series of United Nations regional conferences on education in the early 1960s, in the treaties that formed the International Bill of Human Rights in the 1970s, in the World Declaration on Education for All adopted at the World Conference on Education for All in Jomtien, Thailand, 1990 and in the Millennium Declaration and

the Dakar Framework for Action in 2000 (UNESCO, 2003a: 24-8). Most of these declarations and commitments are silent about the quality of education to be provided. Not only are they silent about quality of education, they also silent about the quality of management who would manage the processes of how quality education would be attained. Although some of the international treaties, by specifying the need to provide education on human rights, reproductive health, sports and gender awareness, touched on educational quality, they were generally silent about how well education systems could and should be expected to perform in meeting these objectives (UNESCO, 2005).

It seems highly likely, however, that the achievement of universal participation in education will be fundamentally dependent upon the quality of education available. What the conferences did not immediately consider was to ensure that these goals were achieved by processes in schools that included the quality management of schools. School based self-evaluation is one of the processes that ensure that quality education is achieved by ensuring that there is assured quality management.

The instrumental roles of schooling – helping individuals achieve their own economic and social and cultural objectives and helping society to be better protected, better served by its leaders and more equitable in important ways – will be strengthened if education is of higher quality. This categorization of the ways in which education is valuable to individuals and society is informed by the classification suggested by Drèze and Sen (2002: 38-40).

It should come as no surprise, therefore, that the two most recent United Nations international conference declarations focusing on education gave some importance to its qualitative dimension The Jomtien Declaration in 1990 and, more particularly, the

Dakar Framework for Action in 2000 recognized the quality of education as a prime determinant of whether Education for All is achieved. More specifically than earlier pledges, the second of the six goals set out in the Dakar Framework commits nations to the provision of primary education ‘of good quality’. Moreover, the sixth goal includes commitments to improve all aspects of education quality so that everyone can achieve better learning outcomes, ‘especially in literacy, numeracy and essential life skills’.

Notwithstanding the growing consensus about the need to provide access to education of ‘good quality’, there is much less agreement about what the term actually means in practice. The evolution of UNESCO’s understanding of education quality defines education to go beyond the intrinsic and instrumental goals of education mentioned earlier. It seeks to identify unambiguously the important attributes or qualities of education that can best ensure that those goals are actually met. Adams (1993) identifies about fifty different definitions of the term. In the current study quality education includes quality management of the processes of quality education delivery and in this case school based self-evaluation is a tool that was identified to complimentary effect.

The Jomtien conference of 1990 and the Daka conference of 2000 committed to achieve universal provision and access to primary schooling and added a target year: 2015. In 1990, the World Declaration on Education for All noted that the generally poor quality of education needed to be improved and recommended that education be made both universally available and more relevant. The Declaration also identified quality as a prerequisite for achieving the fundamental goal of equity. While the notion of quality was not fully developed, it was recognized that expanding access alone would be insufficient for education to contribute fully to the development of the

individual and society. Emphasis was accordingly placed on assuring an increase in children's cognitive development by improving the quality of their education. Here again, the declaration emphasized on developing the children's cognitive development, but again this development was not only dependent on teaching and learning, but also how school managers and teachers ensured that the process was effectively done. School based self-evaluation is a tool that ensures that all stakeholders ensured that the process was of quality.

A decade later, the Dakar Framework for Action declared that access to quality education was the right of every child. It affirmed that quality was 'at the heart of education' – a fundamental determinant of enrolment, retention and achievement. Its expanded definition of quality set out the desirable characteristics of learners (healthy, motivated students), processes (competent teachers using active pedagogies), content (relevant curricula) and systems (good governance and equitable resource allocation). Although this established an agenda for achieving good education quality, it did not ascribe any relative weighting to the various dimensions identified (UNESCO, 2005) such the involvement of quality management and school based self-evaluation is a response to that.

One of UNESCO's first position report strongly emphasized science and technology as well as improving the quality of education, it stated, would require systems in which the principles of scientific development and modernization could be learned in ways that respected learners' socio-cultural contexts (EFA Global Monitoring, 2005). The importance of good quality education was resolutely reaffirmed as a priority for UNESCO at a Ministerial Round Table on Quality of Education, held in Paris in 2003. UNESCO promotes access to good-quality education as a human right and supports a rights-based approach to all educational activities (Pigozzi, 2004). This

conceptualization of education provided an integrated and comprehensive view of learning and, therefore, of what constitutes education quality (Delors et al., 1996).

Although opinions about quality in education are by no means unified, at the level of international debate and action three principles tend to be broadly shared. They can be summarized as the need for more relevance, for greater equity of access and outcome and for proper observance of individual rights (UNESCO, 2005). In much current international thinking, these principles guide and inform educational content and processes and represent more general social goals to which education itself should contribute. Such legal safeguards permit stakeholders to hold governments accountable for progressive realization of the right to education and for aspects of its quality. (Wilson, 2004). Quality and equity are inextricably linked (UNESCO, 2003a).

The notion of relevance has always attended debates about the quality of education. Relevance is also an issue for national policy. UNICEF strongly emphasizes what might be called desirable dimensions of quality, as identified in the Dakar Framework. Its paper *Defining Quality in Education* recognizes five dimensions of quality: learners, environments, content, processes and outcomes, (UNICEF, 2000) similarly these are some of the dimensions the current study on school based self-evaluation has taken. Like the dimensions of education quality identified by UNESCO (Pigozzi, 2004), those recognized by UNICEF draw on the philosophy of the Convention on the Rights of the Child.

What is evident in the consequent world conferences the issue of quality particularly in management began to take centre stage? It was in line with achieving quality that the 2015 world conference on quality and improvement, 69th Annual World Conference was held from 4th May to the 6th May 2015 at the Gaylord Opryland

Resort and Convention Centre in Nashville, USA. The theme was transforming the world through innovation, inspiration, and leadership. The conference also focused on risk and change as well as the practical application and future of quality. The focus areas were innovation, leadership, risk and change, practical application of quality tools, techniques, and methodology and the future of quality. Though the discussions were led by many presenters that were not particularly from the faculty of education, the principles that were discussed are applicable to quality management of the education system. Some of areas that were presented such as leadership and future of quality were in line with the current study on school based self-evaluation.

On the focus area of leadership one of the presenters was Yvonne Howze, of Texas Department of Transportation presented on *What Is This Thing Called Leadership?* This presentation was based on the intersection of three main principles: 1) Leaders need to manage themselves ; 2) leaders need to create a model for leading change in line with this, Goldberg (2002) stated that ‘quality management provided a connection between outcomes and the process by which outcomes were achieved’ .; and 3) leaders need to assume responsibility for developing the talent of others, building partnerships, and establishing a set of results-oriented performance expectations as Deming (2000) observed if quality was absent, the fault was in the system, (2000). Simple theories, practical applications, and fun-filled activities increased participants’ knowledge about their own leadership capability. The presentation was not typically on education, but looked at leadership responsibility such as creating a model for change. In the current study managers are encouraged to come up with models that enhance the management of school based self-evaluation. The conceptual framework this study encouraged capacity building and teamwork. While continuous improvement is a pillar in the theoretical framework on Total Quality management school based self-evaluation.

Oliver and Conole (2000) confirmed that evaluation could fulfil a variety of roles in the quality assurance process, including acting as part of the quality assessment process or as a structure for devising quality enhancement plans.

John Dew, Troy University on the Focus Area of Leadership presented on *Turning on the Light Bulb about Quality*. To promote a culture that embraces quality principles, it was essential to find ways to enable people to think reflectively about the beliefs and behaviours in the organization that are creating resistance to effective quality management and improvement. In school based self-evaluation for leadership to be effective the vision and goals should be well known by the administrators of the school as these have a bearing on the entire evaluation process to achieve quality management (DES, 2012). In this session seven methods quality managers that can use to promote critical analysis and discussion within their organizations that can raise awareness of the quality-related issues were introduced. Quality management was key to successful school based self-evaluation process.

Mike Micklewright from QualityQuest Inc. and Kaizen Institute on the Focus Area: *The Future of Quality Sustaining Lean and Extending the Quality Enterprise* presented what fully integrated lean into the quality management system, an organization can develop and deploy a much more effective business management system while reducing the waste that has been created in redundant systems. Quality speaks to working on the system, which must be examined to identify and eliminate the flawed processes that allowed its participants to fail (Bonstingl, 2001). An integrated business management system, complete with the use of lean tools and cultural aspects, would also add life to a stale quality management system that is perhaps not driving continuous improvement, while adding sustainability to lean improvement efforts. According to Murray (2014) Total Quality Management (TQM) was an approach that

sought to improve quality performance which would meet or exceed customer expectations. School based self-evaluation looked at sustainability in the future by advocating for continuous improvement.

2.7 Benefits of School Based Self-Evaluation

Literature revealed that school based self-evaluation has a lot of benefits to the school as well as to the stakeholders. The benefits of school self-evaluation were various and what could not be over- emphasized as the end result was the improvement to the school management and the process of delivery of quality education. There was need for quality management in order to acquire quality education. This view is supported by Chapman and Sammons (2013) who state that school self-evaluation could be a fundamental force in achieving school improvement and what the implications were for self-evaluation as a means of leading school improvement. The stakeholders that were discussed in this section were the pupils, teachers, school leaders (management), parents (community) and the overall school improvement.

Pupils

For the pupil the benefits of school self-evaluation were in two folds. The learner outcome would improve as well as the learner experience during or at the end of self-evaluation. Basically this is formative and summative school self-evaluation.

Learner outcomes

The learner performance would improve and pupils would enjoy their learning. According to Scheerens *et al*, (2002), school inspection and school evaluation in general were likely to benefit from value added performance measurements, which could be based on existing and prospective instruments for student evaluation. They

would be motivated to learn and expect to achieve as learners and have the necessary knowledge and skills to understand themselves and their relationships. Rollings-Carter (2010), posited that they would attain the stated learning outcomes for each subject, course and programme. The can-do statements used in self-assessment clearly expressed what students would be able to do in simple terms that were understandable to students, parents, and employers. Furthermore, progress would become more transparent to everyone with the can-do statements and self-assessment grid. School self-evaluation would bring about real benefits, research has revealed that teachers in many other countries have shown that by reflecting on their practice regularly, they could improve the learning achieved by their pupils. This would happen when the main focus of school self-evaluation was on what happened in classrooms and not on paperwork (DES, 2012). The expectation was that evaluation and assessment led to improved student learning and outcomes (OCED, 2013).

Learner experience

School self-evaluation would allow schools to take up the initiative in improving the quality of education provided to its pupils (Teachnet, 2012). Once involved in self-evaluation, the pupils would reflect on their progress as learners and develop a sense of ownership and responsibility for their learning experience. Strong official focus on formative assessment and teachers' professional judgement would take place (OCED, 2013).

Self-evaluation would give them opportunities to develop the skills and attitude necessary for lifelong learning. Depending on the curriculum the school put in place, it helped pupils to get involved in the assessment. The curriculum and school

evaluation policy promoted student engagement in self- and peer-assessment (OCED, 2013).

It would contribute to better learning for pupils through enabling schools to identify areas that needed development and to decide on actions that were to be taken to bring about improvements in those areas (Teachnet, 2012). In line with the benefits of school based self-evaluation Rollings-Carter, (2010) supports the findings of Teachnet, (2012) by stating that self-assessment helps learners understand how they learnt and identify learning strategies based on their learning styles.

Teacher

School self-evaluation involves teachers conducting a self-evaluation on their work, as well as evaluating others and judge if their work was in conformity with teaching standards expectations. It helped improved teacher's individual work, as well as to advise others where they needed to adjust. In this respect, teachers would benefit individually and collectively.

Individually

As an individual, through self-evaluation, the teacher would use his subject knowledge efficiently, pedagogical knowledge and classroom management skills effectively. Effective self-evaluation and effective performance management, supporting each other, could help schools to build capacity of staff (Ofsted, 2006). This involves support from the administration for a moderation procedure to build trust in teacher professional judgements (OCED, 2013). In so doing, teachers would make an objective critic on themselves and improve where they were not performing well. Official policy

built on teacher professionalism put students at the centre of evaluation and assessment (OCED, 2013).

Due to self-evaluation, individual learning needs would be attended to. Humphreys (2015), states that internationally a lot of teachers were getting de-skilled because the assessment was done by someone else. He said that, while it could be seen as a “soft option” to allow teachers evaluate themselves, it was shown to deliver the best educational outcomes so long as there was a strong, robust ethos of self-evaluation. Teachers were trusted professionals and their representative bodies were involved in designing appraisal approaches. Teacher appraisal was well connected to school self-evaluation and school development (OCED, 2013).

Self-assessment helped teachers individualize their lessons based on the goals the students had identified. As noted by Rollings-Carter (2010) self-assessment gives teachers the necessary information to choose activities that matched the different learning styles of their students. School self-evaluation empowered teachers to recognise and know what was best for their pupils and context. In school self-evaluation teachers would make judgements about their practice based on evidence they gathered. This enabled them to affirm good practice and make decisions about what they would like to improve or further develop (DES, 2012).

Collectively

Teacher's value would increase by attaining professional development and professional collaboration. Rudd and Davies (2000), posit that 'teachers' professional development could benefit from a school's commitment to self-evaluation, particularly in an institution where staff was encouraged to share expertise with colleagues and to take up training opportunities'. Rudd and Davies (2000), suggest that the teachers will

benefit from self-evaluation by having the support of a 'critical friend', who was external to the school or a colleague from another school who could help teachers identify areas for development, meet the demands of a timetable for implementing and evaluating activities and could 'ask difficult questions'. Self-evaluation would help teachers work together to devise learning opportunities for students across and beyond the curriculum. Collectively, they would develop and implement consistent and dependable formative and summative practices to build whole staff capacity by sharing expertise.

School leaders (Management)

The reviewed literature revealed that the benefits of school leaders from school self-evaluation were far reaching. The school would benefit in a lot of areas due to school self-evaluation, when the leaders applied it effectively. The literature highlighted the areas to improve as teaching and learning, managing well the organisation, developing good leadership, school improvement and financial management. This study looked at the benefits of school leadership in terms of the above stated areas.

Development of Leadership Capacity

School leaders would critique their practice as leaders and develop their understanding of effective and sustainable leadership. School self-evaluation would empower staff to take on and carry out leadership roles.

First, the needs of the whole school workforce would be identified, so as to ensure that staff developed the knowledge and skills they required to carry out their roles effectively (Ofsted, 2006).

School based self-evaluation would promote and facilitate the development of student voice, student participation and student leadership (DES, 2016). School self-

evaluation would build professional network with other leaders. School Self-evaluation would make leaders to be involved at all stages, allowing the designing of self-evaluation packages and programmes and this could provide schools with a range of tools for implementing evaluation activities. It would help the leaders to involve more stakeholders when it was time to implement. In line with this, Rudd and Davies (2000) adds that these may take the form of questionnaires for parents and pupils, observation checklists, files for recording data, or some other format. 'Toolkits' for schools avoided the need for teachers to 're-invent the wheel' and could facilitate the sharing of information across institutions. School self-evaluation would bring out the potential in leadership to redesign and improve the quality of support offered to schools, as well as recognition of the importance of equity and attention to using a broad set of evidence in policy making (OCED, 2013).

Teaching and Learning

Through school self-evaluation, schools reflect on and review their day to day practices and their policies, with a particular focus on teaching and learning (DES, 2016). A School leader would promote a culture of improvement, collaboration, innovation and creativity in learning and assessment. School self-evaluation fostered a commitment to inclusion, equality of opportunity and holistic development of each student. Rudd and Davies (2000), affirm that school self-evaluation could help bring about a change in the culture of a school, helping to formalise and to extend existing processes of evaluating teaching and learning and data analysis. They further stated that one aspect of changing school culture was an increased willingness to use methods of evaluation that had not necessarily been used previously in the school including, for example, the technique of classroom observation by peers.

School leaders would manage the planning and implementation of the school curriculum. Humphrey (2015), states that plans to have schools carry out regular self-evaluations would help to strengthen the teaching profession. School leader would foster teacher professional development that enriches teachers and students learning. The leader would enhance the school's human, physical and financial resources so as to create and maintain a learning organisation. A school self-evaluation could lead it to re-assess staffing structures and the responsibilities held by individuals following consultation where appropriate, and their training and development needs, in order to embed self-evaluation into the day to day working life of the school (DES, 2016). School leaders would manage challenging and complex situation in a manner that demonstrates equality, fairness and justice to the teaching and learning process.

Finally, they would develop and implement a system to promote professional responsibility and accountability. It would provide all schools, with an internal process for developing and processing action planning for improvement of the profession (DES, 2016). However, schools could also build capacity by identifying and sharing good practice, by making it possible for staff to support each other, and by encouraging them to reflect on their own practice (Ofsted, 2006).

Leading school development

School leaders would communicate the guiding vision for the school and lead it to its realisation. School leaders would lead school's engagement in a continuous process of self-evaluation. This was supported by Rudd and Davies (2000) who stated that for some head teachers, particularly those recently appointed, school self-evaluation provided a means to learn about their school and to organise change. In other words, the processes and mechanisms provided school senior managers with a framework

(and 'levers') for the management of change. It helped in recognition of the potential synergies among different components of evaluation and assessment (OCED, 2013).

School self-evaluation would help leaders in planning by allowing teachers to frequently reflect on their work and the learning that their pupils achieve. This would lead to the school developing academically. For many years, teachers and school boards of management have used the School Development Planning process to identify what was working well in their schools and what might be improved (DES, 2012). This process of identifying and reflection would lead to a school development plan. School self-evaluation is a way in which this process of reflection, improvement and development could take place in a more systematic way (DES, 2012). School leaders would establish an orderly, secure and healthy learning environment and maintain it through effective communication. School self-evaluation built on and developed the process of school development planning sections of the school plan (DES, 2016).

School development and improvement would be well established and tailored support to schools to promote the use of data in self-evaluation activities (OCED, 2013). School development would take place academically when classroom observation was a core part of school evaluation and the principle of using evidence was well established (OCED, 2013). This would provide checks and balance for the process of school self-evaluation. Leaders would act as an alignment between the instruments for external school evaluation (inspection) and school self-evaluation (OCED, 2013). The School Self Evaluation exercise would enable school communities to undertake a realistic and honest assessment of their school against the criteria within the nine areas of evaluation as set out in the Whole School Evaluation policy (DBE, 2016).

In South Africa every school was required to have an annually updated *School Improvement Plan*, detailing what the key challenges of the school are and how they

would be addressed (DBE, 2016). Subsequent to the School Self Evaluation process, the school community would then produce a School Improvement Plan that would address the identified challenges and improve the quality of basic education in the school (DBE, 2016).

Community involvement

School based self-evaluation could be used to encourage community involvement. Rudd and Davies (2000), postulated that parents, pupils and governors could provide useful feedback, inform classroom practice and help to set the agenda for change. Rollings-Carter (2010), added that school self-evaluation empowered teachers and school communities to know what was best for their pupils and context. This would help build and maintain relationships with parents, other schools, and with the wider community (DES, 2016).

School based self-evaluation facilitated schools in telling their own unique story to their school community (DES, 2012). The benefit of school self-evaluation to parents and pupils started from schools taking more account of the views of parents and pupils in terms of the way they judge their own performance helped schools recognise the areas of under-developed practice (NCSL, 2004).

Resources

School based self-evaluation helps leaders in managing the school finances. Whitby (2010), posited that school self-evaluation emphasised on holding schools responsible for internal school process and practices presumably under their control and leveraging more resources to enable schools to build capacity to improve student learning. It made leaders involve other stakeholders in basic annual management processes such as budgeting, annual reporting and school improvement planning that were required to

take place across all public schools in the country in a way that contributed towards a functional school environment (Action Plan to 2014: Towards Schooling 2025). Human resource also accounted for their input in school development.

2.8 Challenges

Although it is clear that self-evaluation could have a positive impact on many aspects of school life, self-evaluation also presented school and communities with a variety of difficulties. For example, Rudd and Davies (2000), note that the degree to which schools would have ownership over their self-evaluation activity varies considerably. This meant that there was no uniformity in the process of evaluation, making comparison of any two schools difficult.

The challenge in school self-evaluation lay in the quest to identify whether ownership was for the whole school or for the whole community or was confined to management only. In line with this, Rudd and Davies (2000) stated that further difficulty lay in the extent to which school self-evaluation was embedded in the school - in other words, whether or not ownership was confined to the head teacher or senior management team.

In Europe another factor that posed a challenge was mitigating school and educator sensitivities regarding the Formal Intervention Process (OCED, 2013). A number of interventions were proposed but the school had to draw a line on how far they could take the interventions or which interventions to select. School self-evaluation served two functions, one of accountability and secondly school improvement.

However, De Grauwe and Naidoo (2004) critiqued accountability-driven school evaluation in Asia and argued that the focus on testing and accounting narrow and impoverish the curriculum disproportionately, affected the poor girls, rural students and other disadvantaged population and in fact maybe antithetical to quality improvement.

In line with the view of Rudd and Davies (2000), De Grauwe (2004) stated that lack of resources for self-evaluation, in the form of time, training and material support, and often constrained schools' ability to participate in self-evaluation. In some school's staff had been required 'to fit school self-evaluation in around existing commitments'.

There was a challenge in building trust and a system-wide understanding of the new measures for system evaluation (OCED, 2013). In line with this view, Rudd and Davies (2000) stated that there was evidence in one or two schools of there being suspicions among staff as to the purpose of school self-evaluation, sometimes related to the appraisal system or to national plans for the introduction of performance related pay. The suspicion would counter-reward the purpose of school self-evaluation as some teachers may view the performance related pay as biased.

School based self-evaluation sometimes produces some duplication and inconsistencies within the evaluation and assessment framework (OCED, 2013). Most of the teachers found that school self-evaluation added an extra load to their already heavy teaching loads and were unwilling to implement it effectively. Rudd and Davies (2000), supported that the impact of self-evaluation on teachers' workload was a more widespread concern. The staff in some schools in Europe felt that they were suffering initiative fatigue. Teachers have reservations about the implementation of assessment, they to have a way of minimising the reporting burden on schools in providing information for system evaluation (OCED, 2013).

The other challenge is having uniform indicators of school self-evaluation for improvement yardsticks. The competence standards are not used as a common reference for teacher appraisal (OCED, 2013). Most countries use examinations as a way of measuring quality in a school without considering other elements of the school. De Grauwe and Naidoo (2004) state that examination remain the most popular tool, if

not the only one in some countries – external inspection exists, but is not commonly used for quality improvement. There is an indications of an overreliance on commercial tests and concerns with unregulated transfer tests for academic selection (OCED, 2013).

Moreover, school self-evaluation seems to take place in schools that are functioning effectively and less in those that might need such assessment of strengths and weaknesses (De Grauwe and Naidoo, 2004). This means that school self-evaluation is not properly embraced by schools that are not functioning well. There was a variation in building credibility and capacity in the proposed school support model and lack of broad political support for assessment policy (OCED, 2013).

2.9 Studies on School Based Self-Evaluation

Hofman, Dijkstra, and Adriaan, (2007), conducted a research into school (self) evaluation in the state of the art in Dutch elementary schools. The researchers analysed whether a relationship existed between school (self) evaluation and student achievement. The researchers used the quantitative approach. The sample included 939 primary schools of which the principal of the school had to fill out a questionnaire about school (self) evaluation. Using a database of 81 primary schools and 2099 student's analysis of variance and multilevel analysis showed what factors characterising the (type) of school (self) evaluation contributed to students' cognitive achievement.

The survey included subscales concerning 'Context/Input', Processes at school level', Processes at classroom level, and 'Output' reflecting the activities of the school in determining its current position (accountability). Hofman, Dijkstra, and Adriaan, (2007), indicated that the quality assessments of the national inspectorate showed positive relationships with progress in school self-evaluation and school quality. In

terms of school (self) evaluation and the quality of schools, the research confirmed the hypothesis that schools that hardly implemented any school self-evaluation measures (type 1) scored significantly lower on mathematics. Furthermore, a significant relation was found between the quality of the teaching-learning process and one of the types of school (self) evaluation. Schools with an advanced SSE scored highest on the scale teaching and learning. The advanced schools showed a significant higher quality of the teaching-learning process. This indicated that schools with an advanced school (self) evaluation system showed a higher quality (according to the Inspectorate) regarding the curriculum, the use of the available learning time, the pedagogical and didactic performances of teachers, the school climate, harmonisation with the educational needs of pupils, an active and independent role of pupils and finally a higher quality of support and guidance for pupils, in comparison to the rest of the schools in the study.

The study by Hofman, Dijkstra, and Adriaan (2007) was useful as it used a survey and a model, which was able to prove a hypothesis. However, the study only talked of quality of teaching and learning but did not look at the improvement of quality of management and school development in general.

Croxford, *et al* (2009), conducted a five country survey of Sweden, Denmark, Finland, Scotland and England teachers. The purpose was to find out about their experiences of Quality Assurance and Evaluation (QAE) practices such as inspection, performance measurement, evaluation and review and the impact on their work morale. They also investigated ways in which education was being governed by numbers. A brief report was made on the findings focussing on Scotland and England differences and similarities in teachers' attitude to QAE within the two systems. In the study by Croxford *et al* (2009), comparable questions were asked about core aspects of quality

assurance and evaluation (QAE) practices in Sweden, Denmark, Finland, Scotland and England. The views of 934 teachers and Head teachers in England and Scotland resulted in the following findings; over 80 percent of teachers in both countries agreed that in general, evaluation was beneficial to teaching and that evaluation by schools ‘could be used to address some real problems’ while over 70 percent were of the view that QAE (had) increased awareness about quality in the school. Similar proportions also agreed that assessment data could help to evaluate teaching although the majority saw ‘that too much assessment was harmful to pupils’ motivation. Less than half the teachers in both systems, however, thought QAE had ‘inspired the development of better teaching’ and, when asked for their overall judgement only a third thought that ‘QAE had resulted in more gains than losses’.

The survey further noted that a series of checks and balances seemed to be in place in Scotland, producing a particular construction of QAE that was less about regulation from above or outside and more about self-regulation. In contrast, teachers in England felt heavily influenced by the combination of inspection, national testing and targets set by local authorities, school comparisons and the publication of data on school performance (Croxford, *et al*, 2009).

More analytically, Croxford *et al* (2009) compared the two systems in terms of ‘hard’ and ‘soft’ regulation. This perspective stressed the development of ‘policy technologies’ of ‘soft’ governance that encouraged people to self-manage and self-regulate through processes and systems like QAE that encouraged constant self-monitoring and surveillance (Croxford, *et al*, 2009). This study showed clearly that the division of responses between support for self-evaluation and hostility to the regulation was reflected across all the countries in the study.

Given the low response rates to the survey, the researchers concluded that firstly, England stood at one extreme in terms of the development of QAE practices, while there was heavy reliance on external regulation through inspection; it encouraged greater use of performance data; redefined the role of local authorities and, rather more recently, started to shift towards school self-evaluation (or at least combining self-regulation with external regulation). Thus there had been a deliberate and long-term attempt to create a culture which was driven by QAE practices. In the process some aspects of schools' approaches to QAE had become quite tightly regulated.

Croxford *et al* (2009), noted that there was much the study did not analyse like how schools within one country compared in the way they were implementing school based self-evaluation and at the same time, while there was a system of national testing, it was in a form that did not lend itself to facilitating crude comparisons of school performance.

The findings of the above study are good in the sense that they highlighted that despite different approaches in self-evaluation methods, for all nations being compared, the participants agreed that self-evaluation brought about quality assurance in education. However, the low response rates to the survey in England might not have been representative enough to generalise. The study sought for opinions of stakeholders about QAE in comparison to the other countries, the study did not analyse how schools within one country compared in the way they were implementing school based self-evaluation.

A research-based framework for school self-evaluation (SSE) by Van der, Bij, & Geijsel, (2016) composed of both content and process factors that allows to evaluate the quality of self-evaluation in schools. This model was used to evaluate the experiences in a comprehensive self-evaluation project that had been designed and

used to help Dutch secondary schools promote the quality of student care. The sample encompassed 79 Dutch secondary schools involved in this project. The findings showed that the quality of SSE depended on the quality of the instruments (content) and process factors. However, to make a valuable contribution to school improvement and in the process to quality of education, the Netherlands needed more attention for a balance between internal and external supervision and the role of school managers in the process of SSE.

However, Van der, Bij, and Geijssel, (2016) indicated that the study had limitations in the sense that the research showed that more insight was needed in the challenges of meeting the content and process conditions of school self-evaluations, the governance and supervision issue at the level of School Boards, the competence of change management in schools and the effects of School Based Self-Evaluation(SBSE) on the quality of education. The limitation in the research by Van der, Bij, and Geijssel (2016) was that the researchers simply compared the characteristics of the two systems of evaluation and did not bring out the process of evaluation which of each of them applied. The study by, Van der, Bij, & Geijssel, (2016) was, therefore, not useful to the study.

According to the study carried out in Europe by Rudd and Davies (2000) on school self-evaluation, whose main aim was to conduct a mapping and critical examination of what schools, in many cases supported by their Local Education Authorities (LEAs), were doing in terms of self-evaluation and self-review, given the developing policy focused on these activities. The terms of reference were, what were the benefits for schools and LEAs for carrying out self-evaluation and what were the issues that still needed to be resolved? The research aimed to find out whether, beneath the rhetoric, there really was beginning to develop in schools a culture of self-evaluation in which

target-setting and related processes could take root and flourish, a culture of self-evaluation which might eventually supersede external inspection as the predominant way of driving a school forward.

The study used a qualitative approach. A programme of case-study work was carried out involving in-depth interviews with LEA personnel and with senior management teams and selected teaching staff in schools that were in the process of self-evaluation. A senior officer or adviser, with direct responsibility for school self-evaluation, was interviewed in each of these nine LEAs and a total of 27 school staff, from twenty three schools in these authorities, were also interviewed. Eight schools were English and one Welsh.

The findings indicated that some of the main positive aspects of school self-evaluation, could be summarised as follows: There was need for monitoring and evaluation which provided the LEA with reasons for initiating and maintaining close contact, on the part of LEA personnel, with schools and their staff. It also helped LEA to develop an overview of how their schools were performing. School self-evaluation processes help to facilitate the development of positive working relationships between LEAs and their schools. School self-evaluation, for many advisors and officers, represented an important link or bridge between the Education Development Plan and School (or Institutional) Development Plans. School self-evaluation had the effect of informing and supporting the Ofsted (2009) inspection process, whatever form of self-evaluation or self-review was adopted in an authority, it usually had a 'knock on' effect of helping a school to 'know where it is at' prior to an inspection.

Rudd and Davies (2000) further reported that the benefits of school self-evaluation as: school self-evaluation could help bring about a change in the culture of a school, helping to formalise and to extend existing processes of evaluating teaching and

learning and data analysis. Teachers' professional development encouraged the staff to share expertise with colleagues and to take up training opportunities. The processes and mechanisms provided school senior managers with a framework (and 'levers') for the management of change. And Schools could develop their own agenda for self-evaluation, enabling teachers to focus on aspects of the school that they identify as areas for improvement. Furthermore, the internal agenda set within schools could also help promote ownership among teachers of their self-evaluation activity. There was evidence that self-evaluation had afforded some schools the opportunity to involve pupils and parents in the process.

However, the findings by Rudd and Davies (2000) also showed some negative impact which were: School self-evaluation was a major source of tension that the LEA needed to achieve a balance between 'managing' and 'supporting' schools. There was a conflict on whether school self-evaluation processes should be LEA-driven or school-driven. The study concluded that despite the difficulties of implementing (and acting upon) school self-evaluation strategies, there was much evidence from the research to suggest that schools and LEAs were in some way moving towards embracing such processes. In this respect it seemed likely, although the 'Self-inspecting school' (Ferguson et al, 2000) may still be some way off, that school self-evaluation will be developed further as an essential mechanism for monitoring and improving teaching and learning at the institutional level.

The study by Rudd and Davies (2000) was helpful in that it brought a lot of positive attributes of school based self-evaluation on how schools could develop their own agenda, and also outlined the benefits of the process. The study also pointed out the challenges of school based self-evaluation which was also good. However, the schools selected were schools already known to have been doing well or active in school based

self-evaluation, therefore the lapses of schools that were not performing well in school based self-evaluation could not be accounted for. The study was only qualitative; it could have been useful to collaborate the findings with the quantitative approach.

Noonan and Duncan (2005), explored the nature and frequency of high school teachers' use of peer and self-assessment. They collected data as part of a survey of 118 high school teachers' assessment practices in a mid-sized urban school jurisdiction in Western Canada. The survey, adapted from the one used by McMillan (2003), was used to collect data for a study of high school teacher's assessment practices. In addition to 34 forced choice items on grading and assessment practices, the survey included several open-ended questions on teachers' assessment practices.

Noonan and Duncan, (2005), first began by examining the frequency of teachers' use of peer and self-assessment, the responses were grouped according to the subject taught using three general categories: (i) Mathematics and Sciences, (ii) Social Studies and English, and (iii) Others. The third category would typically include subjects such as fine arts, physical education or practical arts. Noonan and Duncan (2005), then separated the teachers' responses for each of the three subject groups into two general categories; teachers who reported using those strategies in their classrooms and those who reported no use of peer or self-assessment.

Noonan, and Duncan (2005), in summary, stated that the findings of the analysis provided information on the nature and extent that teachers used peer and self-assessment in their classrooms. The results also showed that teachers were aware of peer and self-assessment techniques and had reasons why they did or did not use them in their classrooms. Noonan and Duncan (2005), study provided a perspective on how assessment for learning and formative assessment had been implemented.

Noonan and Duncan (2005), concluded that the role of the teacher in peer and self-assessment needed to be clear. If assessment for learning and formative assessment principles were to emphasize student-involvement in classroom assessment, teachers needed help to acquire the skills to develop and use peer and self-assessment strategies with students. The results of the study conducted by Noonan and Duncan (2005) have indicated that peer and self-assessment are viewed positively across subject areas, which suggests that there was potential for a greater applicability of these strategies than may be generally accepted by educators.

The study by Noonan and Duncan (2005) was useful as it brought about the perspective on implementation of peer and self-assessment, however the study was a small-scale exploratory examination of peer and self-assessment in high schools, so it cannot be generalised. The study by Noonan and Duncan only explored teacher self-assessment and did not look at the role of management in self-assessment.

It must also be noted that though this study was limited to self-assessment of teachers in their subject areas, it is in line with this study, as school based self-evaluation deals with teacher self-evaluation as a component of the process. However, the study limited itself to high school teachers only, which is only one component of the school system, it did not analyse other stakeholders such as the pupils, administrators and support staff to determine how they were involved in the self-evaluation process. The study used only one method, the questionnaire which had both closed and open ended questions, this alone did not provide checks and balances to the responses of the respondents.

McNamara and O' Hara (2008), looked at the work of OECD report on the future of the teaching profession, *Teachers Matter* (2005). The report saw the development of self-evaluation skills within the education system in Ireland as being a critical component of the drive to improve educational provision in OECD member states. The

new system of whole school evaluation, entitled 'Looking at Our Schools' (LAOS) that had been introduced was effectively predicated on the concept of schools evaluating themselves and producing streams of high quality data on which to base judgements about quality and plans for improvement (Department of Education and Science (DES-Ireland)).

According to McNamara and O' Hara (2008), the theory of LAOS (and indeed many other self-evaluation based schemes) was that schools and individual teachers would research some or all aspects of practice, make judgements about their performance based on the evidence and present their findings to the visiting inspectors every five years or so.

McNamara and O' Hara (2008), looked at models of best practice on supporting the self-evaluating teacher which was external support designed to facilitate the local collection of data by schools and teachers to enable them to meet the requirements of state mandated self-evaluation systems. One of the models McNamara and O' Hara (2008) looked at, was supports designed to engage teachers with the theory and practice of school self-evaluation with a view to their developing their own contextually sensitive models of evaluation. External supports designed to facilitate the local collection of data for mandated self-evaluation systems objective' external evaluation had now begun to recognise the necessity of internal or self-evaluation in any comprehensive system for measuring quality in schools.

McNamara and O' Hara (2008), used quantitative approach predominantly. Referred to works of Nevo (2002) emphasising on school and teacher autonomy and on self-regulation and internal evaluation as the best way forward.

McNamara and O' Hara (2008), analysed work on self-evaluation of researchers like McBeath (2003) who championed the cause for self-evaluation over the decades. The

research carried out by McNamara & O'Hara (2008) showed the LAOs models were rhetoric and far from the reality and that by and large schools and teachers were in fact for the most part unable to undertake systematic self-evaluative research. It was also evident that the concept of ongoing self-evaluation had not taken hold in schools. Most of what counted as evidence in the school's research consisted of professional judgments by staff and inspectors largely using existing paperwork such as school policies and plans. This was not to say that such judgments do not count as valuable evidence, only that they were but one of the many possible sources of evidence (McNamara & O'Hara, 2004; Thomas & Pring, 2004). The lack of any guidelines in LAOS with regards to criteria or research methods that might inform judgments, had led to what amounts of data-free evaluation in practice. Moreover, it was clear that without such guidelines and the provision of training and research support for schools, the situation was not likely to change.

McNamara and O' Hara (2008) concluded that self-evaluation was now a mainstream concept and most education systems throughout Europe were to a greater or lesser extent scrambling to find ways of integrating it into the everyday lives of schools. The considerable number of initiatives and interventions being developed by governments and trans-national bodies gave an indication of the seriousness with which the development of self-evaluation capacity was now viewed. McNamara and O' Hara (2008), state that virtually all methodologies proposed concentrate on either providing readymade frameworks for schools to use for data collection and analysis or enhancing the schools' ability to generate data relevant to its own operation. Some choose to do this by forcefully guiding schools down a particular pathway using detailed frameworks and forms whereas others seek to give schools the opportunities to develop their own frameworks through which to tell their stories.

According to McNamara and O' Hara (2008), while the school is undoubtedly the main locus of investigation when it came to self-evaluation, there was a recognition of the value of establishing networks of schools and indeed individual professionals who had an interest in augmenting their capacity to evaluate themselves. These networks were important in that they allowed different perspectives to emerge and challenge preconceived notions that were embedded in all school communities.

McNamara and O' Hara (2008), noted that the growth of self-evaluation as a concept and a practice meant a significant change in the focus of our work away from once-off or snapshot external evaluation and towards contributing to the development of cyclical processes of quality assurance within which systematic self-evaluation is embedded.

The conclusion on McNamara and O' Hara's (2008) work is helpful as their findings provided an insight to what was on-going. They were able to conclude that school self-evaluation was the way to go. McNamara's work has also looked at what other researchers found and his conclusion was based on a number of models which in this case was sample representative enough to draw their conclusions. McNamara and O' Hara (2008) based their findings on work by other researchers, they did not conduct the research on the teachers to get their views.

Vašátková (2013), presented the methodology of thirty case studies from Czech schools that demonstrated the course of school self-evaluation and its context. The analysis of study outputs or school research allowed to draw conclusions about the character of self-evaluation processes in terms of the change process. Based on the analysis of thirty multi-case school studies, (Vašátková, 2013) aimed to determine the nature of Czech school self-evaluation with respect to the change implementation and management. Self-evaluation was a relatively new process for Czech schools,

which was why one of the significant questions for education policy makers was how to promote its meaningful implementation in schools. Individual studies were conducted subsequently in the course of three years. Their methodological framework was represented by holistic-descriptive case studies (Walterová, 2002) as the researchers were searching for answers as to why and how self-evaluation proceeds in a certain context; they were trying to detect the evolvement of ways and principles of its implementation, presentation of its subsequent findings as well as further work with those findings.

Each case was conducted as follows:

Full title of the project: SELF-EVALUATION – Creation of the system and support for schools in the self-evaluation Field (CZ.1.07/4.1.00/06.0014; 2009-2012). It was aimed at supporting schools in a versatile way in the field of self-assessment in a decentralized system of education, during approximately eighteen months of cooperation among the researcher, teachers and head teachers from the respective schools. The team of 24 experts conducted the studies (closely cooperating with approximately 90 teachers and other participants from respective schools) who were supervised by the author (Vašátková, 2013) of the text. Researchers that conducted case studies were generally considered the main source as well as the limit of the quality of the study (Miovský, 2006).

The cases included different types of schools: from few-class schools to schools merging three originally separate schools; village and city schools; schools with different ways of implementing the self-evaluation, from informal processes to formalized ones); the selected cases included schools observing the relevant framework education programme for several years as well as those for which it was created recently.

At first, various questionnaires were conducted and evaluated by the school head teacher and their deputy manually. Vašátková (2013), stated that as they were processing the questionnaires with the head teacher for the first time, one of the researchers took it and the other one counted the results. Subsequently, the school management decided to delegate authority more efficiently and for online collection or processing of the data in this specific area of education evaluation. An accompanying evaluation method utilised by one of the schools during the described evaluation period for all events which were organised were video recordings. They were a sort of participant observation when school events had been recorded to be discussed and evaluated later. The behaviour of the participants which included the children, their parents and the public which got involved in the activities was described. In 2009, when there was a second self-evaluation of the school, the school used a questionnaire inquiry that could be compared with the previous period.

The findings of Vašátková (2013) of the completed studies showed that self-evaluation could indeed be a good strategy for promoting meaningful use of relative autonomy in which schools acted proactively within the changing organisation caring about the quality of work in close contact with the immediate surroundings. But this did neither happen immediately nor automatically. In many Czech schools, it had not yet been incorporated. The research proved that the roads to quality were unique, paved with success as well as difficulties, dead ends and hesitation. In many cases, the value of self-evaluation was confirmed as the most important aspect of school life: with increasing quality of educational school work once supported by school head teachers.

The multi-case school studies have captured the mechanisms that utilise the latent opportunity to create certain value: “essential” and “supportive” (Bardach, 2000, p.

77), that is they had given an idea of which aspects of school life were necessary for the concept of self-evaluation as an integral part of high-quality school work. From the methodological perspective the benefit of the case studies can be seen in the extended research strategy of the case study, specifically with the aspects of multi-case characteristics. Individual cases had a unified design, which offered certain elementary possibilities for generalisation of the obtained information about the character of self-evaluation in Czech schools (Vašátková, 2013).

These studies were in line with the current study, which was analysing the implementation of School based self-evaluation in selected secondary schools in Lusaka district of Zambia. Though the case studies involved a lot of schools within a period of three years, this study was able to derive lessons from the research carried out.

The study conducted by Kokeyo and Oluoch (2015) in Dar es salaam Tanzania explored the actual self-evaluation practices with a view to ascertaining the current needs, the challenges that schools faced and the possible remedies. The study was informed by relativist-interpretivist paradigm which was consistent with the qualitative approach and case study method. Twelve research participants who included the school leaders: The Principal, the Deputy Principal, four Heads of Departments, as well as six teachers were all selected purposively. The study used semi-structured interviews, observations, focus group discussions together with document analysis to generate data, which was analysed thematically. The contention in that study was that schools that evaluated themselves were in the need to show off what they offered rather than having fear of people finding out their areas of weaknesses.

Kokeyo and Oluoch (2015), findings showed that if school self-evaluation model was appropriately applied, it could be used by school leaders as a guideline for improving classroom instructions in schools. However, school leaders needed to be empowered on how to conduct self-evaluation in schools. The findings further stated that school leaders would benefit more if they conducted their own self-evaluation as a way of improving classroom instruction and quality service delivery. Pre-service and in-service courses at all levels should include techniques of self-evaluation and clinical supervision in the leadership preparation training programmes. The study not only provided a basis upon which the practices of self-evaluation could be based but had also added significant contributions to knowledge in school improvement scholarship. In that study Kokeyo and Oluoch (2015) is in line with the present study as it used a number of approaches under qualitative methods. They did not use quantitative approach which does not make the sample representative enough of the findings. Their findings could be tested with the quantitative approach.

Setlalentoa, (2014), undertook a study in South Africa whose aim was to explore the educator's perceptions, views and experiences on the purposes of SSE, its impact on professional development, the school and the effect of its implementation on their teaching and learning. The study intended to: find out whether educators were informed about SSE and if they knew their role in the process as well as the extent of their involvement in the development and implementation of the School Improvement Plan (SIP) and identify problems, if any, that SSE caused for educator's initiative specifically relating to teaching and learning as well as their professional development. The research design involving semi-structured interviews, triangulated with the quantitative approach was used to collect and summarise data to obtain answers to research questions. The researcher collected data using questionnaires and semi-

structured interviews made up of eight focus groups; three comprising five educators and five comprising six educators. The said data was organised, checked for accuracy, categorised and then analysed in accordance with the research objectives (purpose of the study).

The findings of the research data of Setlalentoa, (2014) suggested that the majority of educators generally held a negative attitude towards the SSE conducted in their schools. According to the educators, SSE did or did not bring about any improvements in their teaching practice, as such; they did not expect any great impact of SSE on their teaching and learning as well as professional growth either. This was attributed to lack of involvement of Educators in the SSE process. From the research findings, educators generally agreed that decision-making power was dominated by a few personnel in the school, in particular, the School Management Team (SMT), made up of the Principal, Deputy Principal and Heads of Departments, as such, this impeded on the supportive climate and the establishment of a learning community within the school which could have allowed dialogues and discussions for the educator's learning (Devos and Verhoeven, 2003).

Lack of appropriate follow up after SSE was cited as another major perceived constraint of which Setlalentoa, (2014) concluded that neither proper managerial guidance nor supportive administrative intervention had been provided to create opportunities for them to learn together from the school self-evaluation. Professional learning from SSE appeared to be much affected by the learning environment nurtured by the school. It was evident that inadequate school leadership, lack of collaborative culture and the educator's negative attitudes towards SSE were all perceived to be the barriers to professional development during the implementation of WSE and SSE. Various studies have shown that school improvement works best when there is more

support than pressure on schools (Harris and Lambert 2003; Department of Education and Skills 2012). Setlalentoa, (2014), concluded that proper time scheduling, arrangement of more follow-up discussions and adequate managerial guidance are all supportive administrative interventions that are seen to foster the educator's professional development from SSE.

It was, thus, recommended that during the implementation of SSE in the schools, the school Management Teams should explain clearly its meaning and its importance to the educators. That is, educator's learning will not take place if the school environment does not support learning or the self-evaluative processes are improperly implemented in the school.

The study by Setlalentoa, (2014) was good as it brought the inadequacies of SSE, what makes the study different is that it showed that in all cases people got positive results from SSE.

The study recommended the measures that needed to be in place to make SSE more meaningful to educators.

According to Khosa (2010), it has been argued that the existence of some internal school accountability system is a condition for a successful national evaluation system. Unfortunately, most South African schools seem to have weak internal capacity to conduct self-evaluations. Khosa (2010) stated that in an attempt to improve school functionality, the School Improvement Project in the Northwest Province initiated a process to help schools evaluate themselves by completing various questionnaires directed to school management, a sample of teachers and a sample of learners.

The findings from the statistics on the whole study showed a general weak locus of control in schools. Specifically, they showed: weak curriculum leadership capacity, since the least information collected by management was on teaching and learning as

opposed to generic information such as that on financial management and discipline; a lack of a culture of information use in schools. The schools did not keep the relevant education quality monitoring information; they did not identify improvement indicators, or set targets; weak managers who were either ineffective or had no capacity to utilise the monitoring information, where it existed, for school improvement purposes. Furthermore, Khosa (2010) observations raise the question whether such schools without a developed locus of control – an ability to organise internally, comprehend the complexity of schooling concerns and devise improvement strategies – would benefit from external evaluation. In other words, it is a question of whether the schools have the capacity to respond to an accountability oriented evaluation or grasp the performance expectations that it raises.

Khosa's (2010) study was useful as it brought the inefficiency of a school in the light of policy on accountability. The study showed that accountability was limited to classroom activity. The study was only quantitative which did not bring out the quality in the whole process of self-evaluation. However, the study was in line with this study as it was establishing the extent of implementation of school based self-evaluation.

There are limited studies in Zambia on School based self-evaluation. However, this section of the chapter looked at related studies in evaluation that were carried out in education in Zambia. Mostly they have primary schools and evaluation of quality of education given with regards to donor support. The studies in review add weight to the fact that the evaluation processes of education exist in Zambia. The study investigated implementation of the process of evaluation in public secondary schools by the stakeholders themselves. The studies that have been documented on evaluation in Zambia are limited or perhaps scanty. The study recorded some of the studies

undertaken in Zambia, though they looked at assessment and not directly on self-evaluation.

Chilala and Sakala (2007), made a presentation on the National Assessment System surveys conducted by Examination Council of Zambia (ECZ) over a period of six years. The National Assessment System (NAS) is an inbuilt instrument for monitoring progress made in the provision of basic education in Zambia. The first survey was conducted in 1999, and since then, the ECZ organises a survey to monitor the progress on basic education in Zambia every two years. The National Assessment Surveys were held in 1999, 2001, 2003 and 2006. The surveys were conducted at Grade five level, which is the beginning of the Middle Basic Education level in the basic education system in Zambia.

The objective of the National Assessment Surveys was to measure the main outcomes of the Basic Education System, which were access and learning achievement in relation to inputs and processes. In addition, the surveys also evaluated other interventions put in the system to attain the goals. Therefore, apart from the overall objective of measuring learning achievement in relation to inputs and processes, the national assessment surveys also evaluated other interventions the Ministry of Education had put in place.

According to Chilala and Sakala (2007), the 2003 survey was different from the surveys in 1999 and 2001 because it evaluated two interventions that were implemented to address issues of access and quality. The intervention on access and quality were the formalisation of community schools, which are an initiative by local communities, and the Primary Reading Programme, respectively. The 2006 survey also included the evaluation of Interactive Radio Instruction (IRI) centres, an intervention put to cater for the hard to reach children. The target population for the

assessment in all the four National Assessment surveys (1999, 2001, 2003 and 2006), carried out so far, consisted of all Grade five pupils enrolled in public schools, grant-aided schools, private schools and community schools. The stratified multi-stage cluster sampling design was used to select the schools. This design was found appropriate because the sampling frame listed both clusters (schools) and elements (pupils) (Ministry of Education (MOE) 2001).

In the first stage of the sampling process, schools were sampled, and in the second stage, Grade five pupils were selected. The sample size comprised 400 schools, stratified by province, district and location (urban and rural). The target pupil sample was twenty Grade five pupils from each selected school, giving a total sample of 8,000 Grade 5 pupils. In the second stage of sampling, the Random number tables were used to randomly select the 20 Grade 5 pupils within the schools to take part in the National Survey. The report by Chilala and Sakala (2007) brought out the findings of the surveys related to access, followed by those related to quality, highlighting the policy decisions made under the two educational goals. The access indicators for the Ministry of Education are gross and net intake rates, gross and net enrolment ratios, attendance, absenteeism, drop-out rates, completion rates, repetition rates, progression rates and gender equity. With regard to National Assessment Surveys, the main measure of access was the distance and the time the pupils took to and from school. Captured information on enrolments, absenteeism and repetition and gender equity were only used to triangulate the school census statistics, and not to measure education quality. The increase in the proportion of pupils travelling long distances between 1999 and 2001 was attributed to lack of adequate school places. Meanwhile, the observed decline in the proportions of pupils travelling long distances between 2001 and 2003 was attributed to the increased number of schools built, the formalisation of

Community Schools, and establishment of Interactive Radio Instruction (IRI) centres (MOE, 2003).

The continued decline between 2003 and 2006 in rural areas was a reflection of the government decision to build more schools in rural than in urban areas, while the trends showed an increase over the same period in urban areas, partially as a result of the government's declaration of Free Basic Education (FBE).

For quality, Chilala and Sakala (2007) quoted the Ministry of Education quality indicators as qualification of primary school teachers, pupil teacher ratios, pupil textbook ratios, furniture and finally the learning achievement of pupils as revealed by the test results. Their presentation of findings of the survey focused on text book ratios and pupil performance as measures of quality. These findings implied that in most cases more than two pupils shared the available books. The Ministry of Education had engaged private book sellers to supply materials to schools, and authorised the schools (head teachers and teachers) to choose the appropriate materials for teaching and learning in their schools.

The performance levels were carefully set using the judgments made by a selected group of practicing teachers, curriculum specialists, and assessment experts. The group of experts analysed the test items against the curriculum content and judgments were made as to what composition of items consisted of minimum level and desirable level of performance.

Chilala and Sakala (2007) mentioned that the tests' content was also analysed in the context of the prevailing circumstances during the years of the surveys that may have affected the pupil performance positively or negatively. This exercise was achieved through the National Assessment Validation Workshops, which were held after each survey. The setting of new performance levels for each survey was important as this

serviced to take into account various changes that may have taken place within and outside the school system.

The findings also indicated that few pupils were attaining the full mastery skills at Grade five level. The pupils' overall performance in mathematics was better on non-verbal items compared to verbal items, and worse of all on fractions. In reading in English most pupils could not read at the desired levels.

The report by Chilala and Sakala (2007) further stated that the findings of the surveys led the government to change the language policy. In the new language policy, the language of instruction at Grades one and two is the familiar (Zambian) language of the area, while the pupils learn English as a language. The language of instruction from Grade three onwards is English, which also continues to be taught as a language beside a Zambian Language (MOE, 2003).

This intervention was championed by the Primary Reading and the New Breakthrough to Literacy Programmes, which have been adopted as teaching methodologies at Lower and Middle Basic Education levels. The argument behind this intervention and the language policy was that pupils learnt to read and write more easily in the familiar (Zambian) languages, and that they could more easily generalise the ability to read and write once learnt, to English and other subjects.

The challenges included the provision of feedback information to schools and ensuring that schools owned and used the information to improve learning achievement. Although at Macro level, the Ministry of Education and its cooperating partners had been using the National Assessment findings to make policy decisions, the education system was not providing a direct link between the findings, proposed interventions and the functioning of the school system on the ground (MOE, 2003).

The above surveys were good as they brought the gaps in the areas of access and quality. The survey covered a number of years, which made comparisons possible on the findings of previous years. This made it possible to make sound proposals for interventions. The sample was wide enough to make a generalisation.

However, the surveys were based on access and quality only and this was for primary schools. Wide as the sample was, the limitations to primary schools only does not give the picture as to what limitations secondary schools faced in terms of access and quality. The evaluation was conducted by external stakeholders and not the internal stakeholders and this did not give chance for the internal stakeholders to account for quality and access as an on-going exercise. The area of survey was restricted to just two components of the school system. Therefore, this study looks at the inclusiveness of all components of the school to achieve assured quality management.

The study by Kapambwe (2010), looked at continuous assessment as a form of School Based Assessment or evaluation. The continuous assessment, in the context of external assessment, not self-assessment as the marks were measured against the performance of other schools in the nation. The study limited itself to one form of evaluation which used examination as a tool, but not other aspects in school based self-evaluation.

Through analysing of the implementation of the primary literacy programme and its accompanying school assessment Kapambwe (2010)'s study aimed to explore the following:

1. The assessment guidelines provided in the Educational Policy Act;
2. The extent to which School Based Assessment (SBA) was implemented;
3. The successes of SBA schemes and guideline, and its tools and its influence on teaching and learning;

4. Challenges faced by teachers in implementing schemes and guidelines of SBA;
5. Lessons from the implementation of schemes and guidelines SBA; and
6. Suggestions for improvement of schemes and guidelines of SBA.

Kapambwe (2010), employed the mixed methodology and used three parts. In the first part teachers completed a questionnaire which involved three parts with a rating-scale and open-ended questions. Secondly the answered semi-structured focus group discussion with teachers that were implementing the monthly assessment and responded to the questionnaires. Third part consisted of validation process involving data from monitoring visitations in the field. 90 teachers were randomly picked from three districts namely Chipata, Solwezi and Mansa. The study showed that the teachers had some basic understanding SBA schemes and guidelines at grade one level.

Kapambwe (2010) study showed that the teachers were doing some SBA and are learning some things from it such as identifying strengths and weaknesses of learners and were changing instructions from it.

The findings were that the well-integrated teaching and assessment approaches have an impact on students learning positively and this was reflected in the students performing at a higher standard in the school-based assessment.

Findings from this study suggest a consistent pattern of monthly assessment, inspite of substantial difficulties especially large classes and limited support materials. The feedback would certainly benefit academicians, stakeholders and policy makers in ensuring a smooth and successful SBA implementation in all schools.

The limitation was that the findings from this study were based on responses of randomly selected small number of Grade one teachers from three districts. Therefore,

the results of the study cannot be generalised, however the study by Kapambwe (2010) is relevant to the current study in the sense that it analysed School Based Assessment which is School Based Evaluation. It was done for a smaller grade, but it does agree that some form of School based evaluation was taking place in the Zambia.

2.10 Gaps in the literature on school based self-evaluation

The literature reviewed suggest that, so far, most research on school self-evaluation conducted in Europe, Asia and America has tended to focus on already existing school self-evaluation programmes. None of them focused on implementation of school based self-evaluation for assuring quality management. School self-evaluation was studied in view of school improvement by most researchers, but Zambia has limited literature on school self-evaluation.

What seems to be lacking in all is specifically the issue of studies addressing the implementation of school self-evaluation in relation to assured quality management. This is significant because although the challenges of school based self-evaluation and the benefits of school self-evaluation may be well established, they may differ with reference to given participants and contexts. This is supported by McCrone, *et al*, (2009) who observed that despite criticisms, several large-scale studies have consistently documented that educators generally have positive experiences with school self-evaluation process, even pre-2005.

Based on the literature reviewed in this chapter, it was observed that a key theme was hardly mentioned in the global discussion on the school based self-evaluation as a support system that relates to how schools should handle the many challenges that they may encounter in the process of implementing school self-evaluation as is the case in Zambia. Having observed that implementation of school self-evaluation in Zambia has

not received much attention, this study addressed the extent of implementation of school based self-evaluation for assuring quality management in the Zambian public secondary schools. This illustrates the existence of a gap worth investigating and makes this study justifiably significant.

Most research done was in comparison to student achievement and not to the whole process of implementing school self-evaluation. For example, Hofman, Dijkstra, and Adriaan, (2007) conducted a research into school (self) evaluation to analysed whether a relationship existed between school (self) evaluation and student achievement.

Studies were mostly based on outcome, which was mostly summative and not formative, therefore they did not bring out how the schools were conducting school based self-evaluation. Most studies explored teacher self-evaluation only and did not look the role of management in self-evaluation. For instance, Noonan and Duncan (2005) explored the nature and frequency of high school teachers' use of peer and self-assessment. Apart from identifying gaps in the literature, with regard to the focus of the study, another purpose of reviewing literature was to identify gaps in the research methodologies in other studies on implementation of school self-evaluation for assuring quality management of public secondary schools.

The literature reviewed suggested that most of the studies on school based self-evaluation tended to be qualitative, thus suggesting a need for quantitative methodologies, or mixed methods, in order to develop better understanding of the implementation of school self-evaluation in the Zambian context. Reliance on qualitative methods alone was perceived to be a limiting factor. Furthermore, the extent of a positive and statistically significance in relation to leaders' perceptions of feedback quality fairness, completeness, and constructiveness and their satisfaction

was not backed with exact statistics as most studies used only one approach. A mixed methods approach was found to be important in the understanding the implementation of school self-evaluation for assuring quality management in the sense that it facilitated for the collection of detailed, statistically presented form of data. The literature brought about the fact that school based self-evaluation was a process for both school improvement and accountability. These methodological gaps further render its undertaking justifiable.

However, the studies mostly dwelt on quality of teaching and learning but did not look at the improvement of quality of management and school development in general. The literature sought for opinions of stakeholders about QAE in comparison to the other countries, the literature reviewed did not analyse how schools within one country compared in the way they were implementing school based self-evaluation. More analytically, Croxford, *et al*, (2009) compared the two systems in terms of ‘hard’ and ‘soft’ regulation in two countries. Similarly in the research by Van der, Bij, and Geijssel (2016) the researchers simply compared the characteristics of the two systems of the evaluation challenges of meeting the content and process conditions of school based self-evaluation.

While studies have yielded useful results, they tend to be biased in one way or the other. The majority of the studies in the West have tended to focus on schools that had an established process of SBSE. The studies indicated that most schools investigated were schools already known to have been doing well or active in School Based Self-Evaluation. Therefore, the lapses of schools that were not performing well in school based self-evaluation could not be accounted for. McCrone *et al* (2009), stated that experiences were not universally positive, revealing some complexity in the use of SSE to improve schools. This study draws strength in that it will add a new dimension

to the research on school self-evaluation by providing methodological differences. This will be done by not only employing multiple methods of data collection but also through obtaining data from multiple sources of stakeholders in SBSE by focusing on the perceptions of Head Teachers, Head of Departments, teachers, pupils and support staff in an environment where school based self-evaluation is either perceived to exist or not at all.

In addition, most of the research on school based self-evaluation has been conducted in the West, in Asia and Oceanic countries; considerable attention on school self - evaluation in these areas has not been matched by similar emphasis in Africa which means understanding of this practice in Africa in general and Zambia in particular is minimal. In Zambia, particularly, there is little or no information on any study on SBSE that has been undertaken. What has been undertaken are related studies to self-assessment of a particular grade in schools? Thus, whereas research has provided evidence pertaining to the crucial role of SBSE most African education systems, including that of Zambia, continues to neglect this aspect of the quality development of schools.

Little research exists on the topic of school based self-evaluation in Zambia, let alone its benefits. For this reason, school based self-evaluation's role in Africa and in particular Zambia has not been awarded its prestigious place in improving the role of stakeholders in assured quality management. In spite of such recommendations, the African traditional educational systems thrive by placing a huge premium on apprenticeship of external evaluation. For example, the little literature available on school based self-evaluation in Africa comes largely from South Africa. But even then, in South Africa Khosa (2010), just like in Tanzania, Kokeyo and Oluoch (2015) and Zambia itself Kapambwe, (2010), most of this literature is centred on either teacher

self-evaluation or pupil's outcome evaluation which is just a component of school based self-evaluation which the current study was based on. It appears therefore, that there is minimal understanding of implementation of school self-evaluation in general and of school based self-evaluation in public secondary schools in particular among stakeholders in Africa in general and in Zambia in particular.

Whereas some of the developed countries have clear school development programmes imbedded in school based self-evaluation, this is lacking in many of the developing countries. School self-evaluation research is scanty in Africa and particularly in Zambia on how the school system was being supported by stakeholders during implementation of school self-evaluation.

From the literature reviewed in the above section, it is clear that this study becomes justifiably important owing to its contribution that school based self-evaluation has rendered in most developed countries where it has been extensively researched and the lack of research on the topic in developing countries like Zambia.

2.11 Summary of the chapter

This chapter reviewed literature and studies related to school based self-evaluation approaches. The literature clearly brought out the importance of involving all stakeholders in school self-evaluation to afford them opportunities to excel by eliminating barriers to their professional development and in order to compliment the work of school managers.

From the literature reviewed, it was clear that though the areas of self-evaluation in schools differed from country to country, what was common was the area of teaching and learning. Literature reviewed clearly showed that school based self-evaluation was a vital process for school improvement and development.

There was also evidence in the literature that a developmental relationship had a potential reciprocity to it as it benefited the school and stakeholders. Numerous studies have concluded that there is a strong connection between schools based self-evaluation and school improvement that ultimately led to quality performance in schools.

Furthermore, the literature reviewed pointed to the tendency by the countries in the west where school based self-evaluation has been extensively studied to focus on qualitative methods most of the times.

CHAPTER THREE

METHODOLOGY

3.0 Overview

The previous chapter focused on the review of relevant literature to this study. This chapter provides information about research methods used. The chapter focuses on research design, target population, study sample and sampling procedure, research instruments, instrument reliability and validity, data collection procedure, data analysis procedures and ethical considerations.

3.1 Research design

A research design, according to Bryman is “a framework for the collection and analysis of data” which one employs in a research project or study (2008, p. 698). Schindler (2008), states that a design is a plan that expresses both the structure of the research problem and the plan of investigation used to obtain empirical evidence on mixed methods approach generally follows philosophical and methodological pragmatism with a very broad and inclusive ontological realism.

A research project is normally designed according to the epistemological and ontological assumptions one has. Arising from this, there are basically two research methodologies that one can apply in social research; namely, quantitative and qualitative, which are sometimes referred to as positivism and interpretivism, respectively (Bryman, 2008).

Positivism, according to Bryman, is “an epistemological position that advocates the application of natural sciences to the study of social reality and beyond” (2008, p. 13). On the ontological level, positivists believe that social systems have structures which are independent of individuals. These structures affect individuals who have to fit in. Positivists are ontologically objective and study causes of behaviour which are the

social structures rather than their effects or human behaviour. A researcher carrying out a quantitative research uses data to prove hypotheses or theories that may be existing concerning a particular concept or area. In other words, theories that have been developed over time or gleaned from literature are tested through research.

Qualitative research, on the other hand, employs interpretivism which Bryman defines as “an epistemological position that requires the social scientists to grasp the subjective meaning of a social action” (2008, p. 694). Ontologically, interpretivists believe the social world is constructed by the people in it and thus different from the natural world. A social researcher employing qualitative methodology uses data collection instruments that help in understanding the meaning of actions of people under study, so that he can see the world with their eyes or from their point of view. In qualitative research, theory is generated from the study carried out. Whereas the quantitative researcher employs research instruments that may not bring him closer to the participants or informants, the qualitative researcher seeks to get very close to the people under study to understand their behaviour.

Paradigms are opposing worldviews or belief systems that are a reflection of and guide the decisions that the researcher makes (Tashakkori and Teddlie 1998). The degree of separateness between these paradigm positions and between paradigm and method has long been debated; for example, Burrell and Morgan (1979), with a strong association indicated between design approach and underlying paradigm position (Creswell 2003).

Proponents of mixed methods research strive for an integration of quantitative and qualitative research strategies and thus, this approach does not fall comfortably within one or the other worldview described above. As a consequence, researchers have attempted to construct an alternative framework that accommodates the diverse nature

of such research (Creswell & Plano Clark, 2007, pp. 26-28). The approach most commonly associated with mixed methods research (Teddlie & Tashakkori, 2009, p. 7), although clearly not the only one, is pragmatism, which offers an alternative worldview to those of positivism/post positivism and constructivism and focuses on the problem to be researched and the consequences of the research (Creswell & Plano Clark, 2007, p. 26; Miller, 2006; Tashakkori & Teddlie, 1998, pp. 29-30).

Arising from the above research designs the study used the Mixed-methods research design. The nature of the research topic called for in-depth information from the participants which could only be obtained by listening to them and observing them in their natural classroom or school environment. Semi-structured interviews, focus group discussions and observations were to have better understanding of the process of school based self-evaluation and to enhance the interpretability of the findings. Observation was to observe a typical day in a school outside classroom to see what other factors affected expected behaviour. It can, therefore, be concluded that apart from semi-structured interviews, focus group discussions and non-participant classroom observation, which were predominantly qualitative strategies, document analysis and questionnaire which some research authorities like Berelson (1952) and Silverman (1993) in (Berg, 2001, p. 241) consign to the quantitative research design. Questionnaire were used to find variables that needed quantifying and document analysis to help understand if school leaders referred to documents to guide them to run the schools. It also helped the researcher to see records of action and prove if decisions were made by all stakeholders, as well as how often the records were evaluated. The questionnaire was used in a peculiar or special manner in that the questions are exactly the same as the ones used in the semi-structured interviews; they had the benefit of making follow-ups on some participants within a school. The last

two strategies, document analysis and the questionnaire, qualify the research design to be called a mixed one. This is in congruent with Morgan (1998) and Morse (1991) in (Johnson, R.B & Onwuegbuzie, 2004, p. 19) who state that a researcher is at liberty to consider the dimension of paradigm emphasis according to research aim and questions. The study was a case study because the study focussed only on one province out of the ten provinces in Zambia. A case study is a research design that entails the detailed and intensive analysis of a single case (Bryman, 2004). Leedy and Ormond (2001) describes a case study as a type of qualitative research in which in-depth data are gathered relative to a single individual, programme or event for the purpose of learning more about an unknown or poorly understood situation. Denzin and Lincoln (2005) indicated that a case study is not a methodological choice but a choice of what is to be studied.

Therefore, the study used a mixed method approach which used the various features of such a design.

3.2 Study Area

The study area included all public secondary Schools in Lusaka Province in Zambia. Lusaka is one of the ten provinces in Zambia with over 60 public secondary schools. All the districts of Lusaka province were involved. The site also confirmed the principle that “the decision to use a particular research site is tied closely to obtaining access to an appropriate population of potential subjects” (Berg, 2001, p. 29)

3.3 Target Population

A target population is a group of elements or cases, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalise the findings (Ary et al 2006; Newby, 2010). Kombo and Tromp (2006) described a target population as a group of individuals, objects or items from which samples are taken

for measurement. The target population for this study was all administrators, teachers, prefects and support staff in all the 62 public secondary schools in Lusaka Province of Zambia.

3.4 Study Sample

A sample was defined by Bless and Achola (1988) as the subset of the whole population which is actually investigated by a researcher and whose characteristics will be generalised to the entire population.

At the time of the research Lusaka Province had 62 public schools with a population of 2,702 teachers and administrators. The sample was drawn from eight districts. Twenty secondary schools were sampled, two from each of the seven districts of Lusaka and six from Lusaka district due to its huge size and having many schools. Lusaka district has more secondary schools than any other district in the Province.

The population size of the participants (administrators and teachers) from the secondary schools in Lusaka Province as obtained from the statistics of the PEO was 2, 702, so the sample of 200 participants consisting administrators and teachers represented 34 percent of the target group.

Therefore, a total of 18 participants from each school were sampled. The distribution was four administrators, six teachers, six pupils and two support staff from each school. The grand total was 360 participants broken as 80 administrators, 120 teachers, 120 pupils and 40 support staff.

Table 1: Distribution of participants by Districts

CATEGORIES						
<u>DISTRICTS</u>	<u>Schs</u>	<u>Adm</u>	<u>Trs</u>	<u>Pupils</u>	<u>S/ Staff</u>	<u>Total</u>
Chilanga	02	08	12	12	04	36
Chirundu	02	08	12	12	04	36
Chongwe	02	08	12	12	04	36
Kafue	02	08	12	12	04	36
Luangwa	02	08	12	12	04	36
Lusaka	06	24	36	36	12	108
Rufunsa	02	08	12	12	04	36
<u>Shibuyunji</u>	<u>02</u>	<u>08</u>	<u>12</u>	<u>12</u>	<u>04</u>	<u>36</u>
<u>Total</u>	<u>20</u>	<u>80</u>	<u>120</u>	<u>120</u>	<u>40</u>	<u>360</u>

Source: Researchers Field work

3.5 Sampling Techniques

Sampling is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of characteristics found in the entire group (Orodho and Kombo, 2002).

Purposive sampling means that the ‘researcher handpicks the cases to be included in the sample on the basis of his or her judgment of their typicality’ (Cohen *et al.*, 2000: 103). When using purposive sampling, the researcher

purposively targets a group of people believed to be reliable for the study (Kombo and Tromp, 2006). Davies (2007), agrees by stating that purposive sampling invites the researcher to identify and target individuals who are believed to be 'typical' of the population being studied. Kombo and Tromp, (2006) further state that purposive sampling can be used with both quantitative and qualitative studies.

The researcher used purposively sampling to select the schools to be sampled. The schools that were picked for sampling were schools with head teachers who had served in those particular schools for minimum of one year. The reason for using this criterion was that a year was long enough for the school Head teachers to make informed assessment of the process of school based self-evaluation in the school.

Thereafter, from the group of schools that were picked using purposive sampling, two schools in each district were further picked for sampling using non-probability sampling.

Researchers can employ either probability or non-probability sampling approaches. Creswell (2012), describes non-probability sampling, as when the researcher selects individuals because they are available, convenient, and represent some characteristic the investigator seeks to study. It may be appropriate to calculate descriptive statistics on these samples and to compare them with the larger population to make inferences from the sample to the population. Researchers use two popular approaches in non-probability sampling: convenience and snowball sampling approaches (Creswell, 2012: p.145). In this study, initially purposive sampling was used to pick schools with

head teachers that served in particular schools for a minimum of one year. Non-probability sampling was thereafter also used because the schools that were picked at the initial stage were from the list of schools with head teachers that had been there for a minimum of one year. The next stage of sampling, the sample at hand was from a similar lot of criteria the research was looking for. So for this particular sample, random sampling was applied.

Furthermore, convenience sampling was used as some schools that were picked were the only secondary schools in a particular district. This means the researcher had no other choices but to take the only schools available in that particular district. Creswell (2012), defines convenience sampling as a process when the researcher selects participants because they are willing and are available to be studied. In this case, the researcher cannot say with confidence that the individuals are representative of the population. However, the sample can provide useful information for answering questions and hypotheses. (Creswell, 2012: p.146). It is important to note that though some districts had only two schools, the available schools met the sample criteria for the study. This meant that the head teachers in those particular schools had been there for a minimum of one year. However, in districts that had more schools to be sampled, random sampling was used to pick the samples, and initially purposive sampling was used to isolate the desired population.

In this research, convenience sampling was used to pick participants within the schools that were picked for sampling. The participants that were sampled in most schools were participants that met the sample requirement and were available or willing to be interviewed. Mostly the participants that were picked were the ones who were either free at the material time or were the only ones

that met the criteria for sampling. These participants gave a rich in-depth analysis in the sense that they were able to evaluate themselves on their performance in the past year.

3.6 Research Instruments

This section looks at research instruments that were used by the researcher in collecting data for the study. The instruments that were used were questionnaires, semi-structured interview guides, focus group discussion guides, observation check list and document analysis of school documents and records. The research instruments were developed by the researcher to meet the requirements of the research objectives. The chosen research instruments were meant to meet each category of participants.

Questionnaires

A questionnaire is a research instrument that gathers data over a large area (Kombo and Tromp, 2006). Blaxter, Hughes and Tight (2010), state that questionnaires are one of the most widely used social research techniques. In development of the questionnaires, particular attention was given to ensure that questions were unambiguous, unbiased, unloaded, relevant, succinctly conceptualised as well as avoiding vagueness (May, 2001). In particular, care was taken to ensure questions were appropriate to elicit the implementation of school based self-evaluation in schools in Lusaka province of Zambia.

May (2001), stated that the idea of formulating precise written questions, for those whose opinions or experience one was interested in, seemed such an obvious strategy for finding the answers to the issues that interested one. Just

as questionnaires can be administered by different means, so are a variety of ways in which questions can be asked (May, 2001: 201).

The questionnaires that were used in the study were both open and close ended. The researcher administered questionnaires to teachers in order to get affirmed answers to draw for their opinions on the implementation of school based self-evaluation.

Semi-structured Interview guide

According to May (1997), interviews yield rich insights into people's experiences, opinions, aspirations, attitudes and feelings. Freebody (2003) alludes that interviews allow people to express any views, beliefs, practices, interactions and concerns that they had, interview sessions were used for that purpose. Wragg (2002), states that interview responses are the perception of participants in a study that influence what they say".

Denscombe (2003), states that in a semi-structured interview, the interviewee can develop ideas and speak more widely on issues raised by the researcher.

For one to one interview, the researcher needs individuals who are not hesitant to speak and share ideas, and needs to determine a setting in which this is possible. The less articulate, shy interviewee may present the researcher with a challenge and less than adequate data (Creswell, 2007). The face to face semi-structured interview guide, which was used in this study, was developed by the researcher to meet the requirements of the research questions. The face to face interviews were conducted with administrators as they were viewed as participants who could easily express themselves given their role in the school. The role of administrators was to supervise and this involved addressing their

subordinates, therefore this group was considered able to express themselves freely. So the researcher deemed the interviews to be the most appropriate way of collecting data from this group.

Two sets of semi-structured interview guides were prepared for the administrators and support staff. Face to face interviews were used for the support staff as a way to allow them express themselves as their type of work was not related to teaching though it contributed to the running of the school. The support staff that were interviewed were from the Accounts and Stores or Procurement Departments. The researcher used the interviews in the hope that the experiences of the participants would be freely expressed in order to have an in-depth understanding of the process.

Consequently, a semi-structured interview guide was adopted as it allowed flexibility in how the interviewees" sought to explore the meaning and perceptions about ideas to gain a better understanding relevant to a study (DiCicco- Bloom and Crabtree, 2006). The researcher systematically structured the questions to help manage the interviews. Literature review provided guidelines in preparing the questions. A copy of the interview guide is attached as appendix I and IV.

Focus Group Discussion guide

Focus group discussions can produce a lot of information quickly and are good for identifying and exploring beliefs, ideas or opinions in a community (Kombo and Tromp, 2006). The focus group discussion guides were used to interview teachers and pupils on the implementation of school based self-evaluation for assuring quality management by schools.

Blaxter, Hughes and Tight (2010:196), advise that focus groups offer the opportunity to interview a number of people at the same time, and to use the interaction within the group as a source of further insight. This study used focus groups of six participants each from the teachers and also another for the pupils. One group consisted of teachers and the second group were pupils. Each category was interviewed separately.

Focus groups are used for generating information on collective views, and the meanings that lie behind those views. They are also useful in generating a rich understanding of participants' experiences and beliefs on the implementation of school based self-evaluation. Focus group discussions are used to assess needs, develop intervention, test new idea or programmes or improve existing programmes (Kombo and Tromp, 2006). The focus group discussions helped to capture missing data on the questionnaires, as well as clarity, as participants were able to express themselves freely.

Observation

Observation in a setting is a special skill that addresses issues such as the potential deception of the people being interviewed, impression management and the potential marginality of the researcher in a strange setting (Hamersley & Atkinson, 1995). Like interviewing observing has a series of steps.

How people see and understand their surroundings will no doubt play a part in the ways in which they behave, they act and interact with others, and in the ways their actions are perceived by others. Observation is an extremely handy tool for researchers in this regard. It can allow researchers to understand much more about what goes on in complex real-world situations than they can ever discover simply by asking questions of those who experience them (no matter how probing the questions may be), and by looking only at what is said about them in questionnaires and interviews.

(Wilkinson and Birmingham 2003: 117).

In this research, the researcher took the role of an outsider and used a pre-designed checklist to record the observations. The researcher also used observation as an instrument of research. Structured observation was used to observe the actual behaviour pattern on a typical school day. The researcher used an observation checklist to capture observable areas that responded to the objectives of the study. The researcher was able to observe the routine pattern of actual behaviour. This helped the researcher to put behavior in context and thereby understand it better. The researcher spent a day in each school to observe.

Direct observation is useful because some behaviour involves habitual routines of which people are hardly aware of (Kombo and Tromp, 2006).

Unlike the experimenter who manipulates variables to determine their causal significance or the surveyor who asks standardized questions of large, representative samples of individuals, the case study researcher typically observes the characteristics of an individual unit – a child, a clique, a class, a school or a community. The purpose of such observation is to probe deeply and to analyse intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalizations about the wider population to which that unit belongs.

(Cohen et al. 2000: 185)

Document analysis

Blaxter, Hughes and Tight (2010:186), state that all, or virtually all, research projects involve, to a greater or lesser extent, the use and analysis of documents. Researchers are expected to read, understand and critically analyse the writings of others, whether fellow researchers, practitioners or policy-makers.

Finch and Lewis (2003), articulates that the range of administrative records, management information statistics or databases that can be used as sample frames is very wide, and they can form a very comprehensive and robust sample frame depending on the scope of the study. Document inspection was conducted using the observation checklist. Blaxter, Hughes and Tight (2010:187) alludes that using documents can be a relatively unobtrusive form of research, one which does not necessarily require you to approach participants first hand.

The researcher inspected the documents and records that schools were supposed to have been using in school for the process of quality delivery of education, these were staff meeting minutes, record of Continuous Professional Development, examination analysis, records and schemes of work, guidelines of monitoring activities, monitoring instruments and manual guides to monitor were.

Blaxter, Hughes and Tight (2010:187), assert that researchers who base their studies on documents may make considerable use of secondary data; that is, data which has already been collected, and possibly also analysed by somebody else. The most common forms of secondary data are official statistics collected by governments and government agencies. Other documents that were used by the researcher to obtain secondary data were journal articles, internet and library books and dissertations by other researchers. However, the potential for secondary analysis of qualitative data is increasingly being realised.

3.7 Data Collection Procedure

Creswell (2003), places the data-collecting procedures into four categories: observations, interviews, documents, and audio visual materials. He provides

a concise table of the four methods, the options within each type, the advantages of each type, and the limitations of each.

Collection of data in this study was mainly during the second term, when schools were settled from the busy enrolment period of the first term. Twenty schools were sampled during the second term, as it was the most conducive term. In this study data collection was in phases.

Phase I: Clearance and Permission.

The researcher obtained clearance from Ethical Committee of University of Zambia and Provincial Education office of Lusaka Province. A letter to allow the researcher collect data in schools was obtained from the Provincial Education office. Appointments were made with the administrators for interviews in various schools. For consent from the would-be participants was obtained and conducive time for the interview was allocated. Before an interview takes place, participants should be informed about the study details and given assurance about ethical principles, such as anonymity and confidentiality (Britten, 1999). This was done in all schools.

Phase II.A: Distribution and administration of questionnaires.

The questionnaires were distributed to all teachers that were picked for sampling. The questionnaires were self-administering and time was allocated for the teachers to answer them. To ensure hundred percent participation and collection, the research assistant administered the questionnaires and was present throughout the session answering of. Six teachers per school were given to answer the questionnaires. Since the answering of questionnaires was

conducted within the allocated time by the researcher, collection of questionnaires was 100 percent.

Phase II.B: Face to Face interviews

Semi-structured interviews consist of several key questions that help to define the areas to be explored, but also allows the interviewer or interviewee to diverge in order to pursue an idea or response in more detail (Britten, 1999).

Finch and Lewis (2003), comment that the interview process effectively begins the moment the researcher arrives on the participant's doorstep. The first few minutes after meeting can be crucial for establishing the relationship between researcher and participant which is a prerequisite for a successful in-depth interview (Finch and Lewis, 2003: p.146).

Finch and Lewis (2003) counsel that it is highly desirable to audio-record the interviews and for the researcher to take a few notes during the interviews. This allows the researcher to devote his or her full attention to listening to the interviewee and probing in-depth. It provides an accurate, verbatim record of the interview, capturing the language used by the participant including their hesitations and tone in far more detail than would ever be possible with note-taking (Finch and Lewis, 2003: p.166).

The questionnaires were influenced by what Miller and Glassner (2004) alludes that interviews provide access to the meanings people attribute to their experiences and social worlds. The use of the semi-structured interviews had some positive influence on the participants, as it gave them a voice which sought to impress upon them that their views were greatly important to the study. Even though there was some uneasiness on the part of the participants

from the onset of the interviews, the flexible nature of the interactions seemed to enhance a high level of rapport between them and the researcher.

Blaxter, Hughes and Tight (2010), state that the interview methods involve questioning or discussing issues with people. It can be a very useful technique for collecting data which would likely not be accessible using techniques such as observation or questionnaires (Blaxter, Hughes and Tight, 2010:193). The researcher with the research assistant collected data by conducting face to face interviews with the administrators. The aim is usually to ensure flexibility in how and in what sequence questions were asked, and in whether and how particular areas might be followed up and developed with different interviewees (Mason, 2004).

The interviews were administered to administrators and support. Each group had its own set of interview guide to suit the intended outcome. The administrators who included the Head, Deputy Head and two Heads of Departments (HODs) were interviewed using the face to face structured interviews. The Heads of Department were picked at random after having first met the minimum of 1 year work experience in the school. Mostly the HODs who were available and met the criteria for sample selection were the ones who were interviewed.

Blaxter, Hughes and Tight (2010:196), affirm that using an audio or digital recorder means that you need only to concentrate on the process of the interview. You can focus your attention on the interviewee, give appropriate eye contact and non-verbal communication. You will have a verbatim record of the whole interview. The face to face structured interviews were also voice recorded. This enabled the research to verify accuracy of notes. When

conducting the actual interview, it is prudent for the interviewee to familiarise themselves with the interview schedule, so that the process appears more natural and less rehearsed (Silver, 2000). The interviewees were allowed a few minutes to familiarise themselves with the interview guide. The interview guide helped the researcher achieve the intended responses to the research questions. Other important skills include adopting open and emotionally neutral body language, nodding, smiling, looking interested and making encouraging noises (eg, 'Mmmm') during the interview (Britten, 1999).

The support staff were also purposively selected from accounts and stores. One from each department. Qualitative methods, such as interviews, are believed to provide a 'deeper' understanding of social phenomena than would be obtained from purely quantitative methods, such as questionnaires (Silver, 2000). These were interviewed by conducting face to face interviews.

As the questionnaires were being administered to teachers by the research assistant, the researcher went ahead and conducted interviews for the administrators. Four administrators were interviewed per school involving one school Head Teacher, one Deputy Head Teacher, two HODs. The proceedings were voice recorded and notes were taken as well.

The research assistant interviewed the support staff whilst writing and voice recording the full interview for accuracy and validation.

Phase III: Focus group discussion.

Finch and Lewis (2003), mentioned that focus groups could be used after in-depth interviews to discuss the issues at a more strategic level, perhaps focusing on underlying causes and possible solutions.

Another type of qualitative research technique employs interviews on a specific topic with a small group of people, called a focus group. This technique can be efficient because the researcher can gather information from several people in one session. The group is usually homogeneous, such as a group of students, an athletic team, or a group of teachers (Silverman, 2000). Focus groups are naturalistic rather than natural events and cannot and should not be left to chance and circumstance; their naturalism has to be carefully contrived by the researcher (Bloor et al 2001: 57).

A focus group is, therefore, not a collection of individual interviews with comments directed solely through the researcher. This is better described as a 'group interview', and lacks both the depth of individual interviews and the richness that comes with using the group process (Bloor et al., 2001; Bryman, 2001; Kitzinger, 1994).

Finch and Lewis (2003:171), articulate that the group context of focus groups creates a process which is in some important respects very different from an in-depth interview. Data is generated by interaction between group participants. Participants present their own views and experience, but they also hear from other people.

Blaxter, Hughes and Tight (2010:197), clarify that concentrating on asking questions, listening to the responses and taking notes is a complex process, and you will not get a complete verbatim record. If you leave taking notes until after the interview, you are likely to forget important details. In this study, the researcher used a recorder in order to be able to replay part of the noted interview that was not clear and facilitate for verbatim record.

In this research two focus group discussions were conducted in each school. One involved the teachers and the second one involved pupils. In this study, the focus group discussion was conducted with the same group of teachers who answered the questionnaires in order to allow the teachers to express themselves further on the implementation of school based self-evaluation in their schools. Finch and Lewis (2003) advised that focus group discussions may be conducted with the same individual participants who took part in interviews, or with other members of the same population, or with people with expertise in the research subject who would be able to comment on what has, or has not, emerged.

Finch and Lewis (2003:171), add that a further feature of focus groups is the spontaneity that arises from their stronger social context. In responding to each other, participants reveal more of their own frame of reference on the subject of study. The language they use, the emphasis they give and their general framework of understanding is more spontaneously on display.

To achieve rich and constructive discussions during the focus group meetings, participants were provided with the focus group discussion questions to afford them the opportunity to discuss them with their colleagues and to bring with them well constructed and broadly representative views before the commencement of the meeting.

Patton (2002), argues that focus group interviews might provide quality controls because participants tend to provide checks and balances on one another that can serve to curb false or extreme views. Pupils were also interviewed separately in a focus group discussion which was also recorded.

The idea of interviewing pupils separately was to allow them to express themselves freely and to validate answers given by teachers and administrators.

After collecting the questionnaires, the teachers were then engaged into a focus group discussion. In contrast, the fundamental purpose of the research interview is to listen attentively to what participants have to say, in order to acquire more knowledge about the study topic.- The notes were taken and the discussion was voice recorded to ensure accurate recording of discussions. Finch and Lewis (2003:196), recommend that a good quality tape recorder is essential, with a remote multidirectional microphone, and is far more important in focus groups than for individual in-depth interviews.

The researcher used a recorder to record the conversation during focus group discussions. The use of a digital recorder is undoubtedly the most common method of recording interview data because it has the obvious advantage of preserving the entire verbal part of the interview for later analysis (Silverman, 2000). While recording the discussions the responses were also noted down as the discussion progressed. This also helped in accurately recording the verbatim responses.

The pupils were also purposively picked as they were required to meet the minimum of one year of being in the school. Not only were they meeting the minimum of one year criteria, but they were also purposively picked from the given group as they were prefects. These were then picked using the simple random method. Equal representation by gender was observed, apart from the school that had a single sex only. The prefects were engaged into a focus group discussion. Apart from taking notes these discussions were voice recorded to ensure accuracy.

This gives participants some idea of what to expect from the interview, increases the likelihood of honesty and is also a fundamental aspect of the informed consent process. The researcher and the research assistants were availed the required participants who had been in schools for a minimum of one year. From this, group the participants were picked using a simple random technique bearing in mind gender balancing.

For collecting data, the researcher used questionnaires and interviews developed by the researcher. Primary data was collected from questionnaires, interview schedules, focus group discussions and observations, while secondary data was collected from diverse documents and electronically stored information. Data collection is important in research as it allows for dissemination of accurate information and development of meaningful programmes (Kombo and Tromp, 2006).

Phase IV: Observation checklist

Blaxter, Hughes and Tight (2010:199), stated that the observation method involves the researcher watching, recording and analysing events of interest. For collecting data by observation, the researcher prepared a checklist to provide information about the actual behaviour to be observed. Observation in qualitative research generally involves spending a prolonged amount of time in the setting. Field notes are taken throughout the observations and are focused on what is seen. Many researchers also record notes to assist in determining what the observed events might mean and to provide help for answering the research questions during subsequent data analysis (Bogdan & Biklen, 2007; Pitney & Parker, 2009).

The researcher spent a day in each school observing activities as part of data collection. The researcher noted down the observed behaviour. The researcher visited the schools scheduled to be visited and spent time to observe the natural setting of the daily activities of the school. A day was spent observing the behaviour to determine the observable traits of the management of the school. This helped in cross checking and validating the findings.

Blaxter, Hughes and Tight (2010), believe that using observation as a method of collecting data – whether or not you also act as a participant in the events you are observing – is, like interviewing, potentially very time consuming. The time absorbed occurs not just during the observation, but afterwards as well, when you come to interpret and analyse what you have recorded. Pre-categorizing and structuring your observations can reduce the time commitment dramatically, though at the risk of losing both detail and flexibility (Blaxter, Hughes and Tight, 2010: p.200)

In this study, the researcher requested for permission from the school authorities to select a site where observation could be made from. The initial site was a site where the researcher could observe punctuality of most of the staff to their areas. The researcher used different sites to observe different activities. This involved walking around to see how teachers attended to their classes, also a scan in offices to see what typical instruments were readily available for self-evaluation or to assist them perform adequately.

Phase V: Document analysis

The principal shortcoming of document analysis is that, because they are not generally designed for research purposes, they are unlikely to contain all the

information that qualitative research sampling requires, and further screening is therefore likely to be needed (Blaxter, Hughes and Tight, 2010:89).

Finch and Lewis (2003) indicated that published lists are a particularly useful way of generating a sample of organisations or professionals. It will be important to investigate the criteria for inclusion and to consider whether the list is sufficiently comprehensive. Contact details will generally be adequate, but there may be relatively little other information so that further screening is necessary. Unless the list is available in electronic format, it may be difficult to order or manipulate the data in a way that aids systematic selection (Finch and Lewis, 2003: p.90).

Finch and Lewis (2003), alluded that access to administrative records will need to be negotiated with their holder. The researcher analysed documents such staff returns, examinations analysis and policy documents that were available in the schools. Apart from observation, the researcher further analysed the records the school kept on various management activities. The records included record keeping of teacher qualifications that is the staff return, examinations analysis of grade nine and nine results, file on staff meeting held, record book of Continuous Professional development, manual on monitoring and other documents to validate findings during interviews. This was to confirm on some of the responses given by the participants and also to validate the findings.

3.8 Data Analysis

The study used quantitative and qualitative approaches. The research data collected were analysed using both quantitative and qualitative methods. Patton (1990), notes “the analysis of the empirical data aims to make sense of massive amounts of data, reduce the volume of information, identify

significant patterns, and construct a framework for communicating the essence of what the data reveal” (Patton, 1990, p. 371-372).

Questionnaires

Data from the teacher questionnaires were analysed using descriptive statistical methods involving percentages, means, and standard deviations where appropriate. Responses to the open-ended questions were coded into categories and the frequency of teachers’ responses in each category was determined. For quantitative approach, discrete data analysis was used and computer generated tables of frequency, percentages using the Statistical Package for Social Sciences (SPSS).

Focus groups and Interviews

In qualitative research thematic analysis was used in order to identify major concepts or themes. Qualitative analysis transforms data into findings (Patton, 2002). The audio recordings from the focus group discussions and interviews were listened to several times by the researcher and transcribed into verbatim. Transcripts were analysed by the researcher reading through several times to identify emerging themes that were relevant to the study for interpretation and analysis. Data that occurred most frequently were emphasised in the reporting of findings.

3.9 Validity and Reliability of data collected.

This section discusses the reliability and validity of the instruments. Issues of the reliability and validity of the instruments are important for both quantitative and qualitative research (Creswell, 2009).

Validity

An instrument is considered valid when there is confidence that it measures what it is intended to measure in a given situation (Punch, 1998). Of the five instruments (questionnaire, interview guide, focus group discussion guide, observation checklist and document analysis) used in the study, three were piloted for validity. In determining the validity of the questionnaires, the researcher pretested them in a school that was not part of the sampled schools. They were pretested to ensure that the questions inspired the answers the research questions intended to bring out. The questionnaires were fine-tuned based on their answers, comments and suggestions to achieve the purpose of the study. This was done in order to determine the clarity and relevance of the questions in eliciting information on how the schools were implementing school based self-evaluation for assuring quality management in schools in Lusaka Province.

Blaxter, Hughes and Tight (2010), state that where two or more methods are used, to try to verify the validity of the information being collected, the process is referred to as triangulation. This kind of approach should be carefully considered if your resources allow (Blaxter, Hughes and Tight, 2010: p.205). Kombo and Tromp (2006), described qualitative research as a form of research that involves description, and quantitative research relies on the principle of verification. Using both approaches helped researcher collect more information which proved the data collected as reliable. The study used methodological triangulation to ensure that validity was guaranteed. Pilot testing of the instruments reduced ambiguity of items and therefore enhanced their reliability (Day, 1979). The researcher also conducted pilot tests for the interview guides

which was for face to face interviews and focus group discussions. After the flaws were noted in the instruments, then correction made the instruments were considered reliable to bring out the desired outcome for the study.

Reliability

Reliability of research instruments refers to the accuracy and precision of a measurement procedure. In other words, reliability focuses on the degree to which empirical indicators or measures of a theoretical concept are stable or consistent across two or more attempts to measure the concept (Creswell, 2009). In this study, indicators or measures of a theoretical concept in questionnaire instruments were used to collect data on the implementation of school based self-evaluation by public secondary schools for ensuring quality management.

3.10 Ethical considerations

This section addresses ethical issues in the study which includes informed consent, confidentiality and anonymity which Robson (1993) considers very useful in research. The first step was to obtain official permission and once on the field, proceeded to negotiate the aspect of interviews with potential subjects. The researcher got clearance from the Ethical Committee from the University of Zambia. The researcher also obtained permission from the Provincial Education officer's office to collect data from schools in Lusaka province. After this aspect of obtaining official permission, the researcher set out to make appointments with various school Head teachers. Once in the field, the researcher obtained informed consent from the participants. Informed consent according to is a key principle in social research ethics. It implies the prospective research participants should be given as much information as

might be needed to make an informed decision about whether or not they wish to participate in a study (Bryman, 2008: 694)

The inference from this is to allow the participants to decide whether to be part of the study or not. Because as Stark *et al* (2006) put it, when participants give their consent to a study, they are empowered rather than the researcher being protected; they are assured of anonymity in order to avoid any possible harm to them. Again it is an underlying principle to avoid deception, coercion and harm, alongside assurances of confidentiality (Heath *et. al.*, 2004). However, Heath, Crow, and Wiles (2004) have argued that informed consent is a largely unworkable process given that researchers can rarely know the full extent of what participation may entail, or predict in advance all the possible outcomes of participation (p. 406).

So as a first step, a meeting was arranged with the participants to inform them about the objectives of the investigation and to formally solicit their volunteerism to participate in the study. The focus was to explain all aspects of the research. The purpose of the discussions was to explain the rationale of the study, especially how the group and the researcher were to interact and make them aware of the need for them to either opt out or be part of the process. After this meeting, the consent forms were distributed to be filled in to the participants, and another meeting day was fixed to receive their feedback, especially for the pupils who needed to seek permission from their parents. On the appointed day for receiving feedbacks regarding signed consent forms, these were received and after this confidentiality issues were explained to them.

Confidentiality and Anonymity

In the study, confidentiality issues were treated at two levels. Firstly, the participants were assured of confidentiality for every bit of information they were to provide regarding their personality and secondly, criticisms about the way school based self-evaluation was conducted or not conducted would not be tagged to any particular individual participant even when such procedures were discussed outside the group. This was done to ensure that the participants were not unwittingly put in any undesirable position so that they were able to avail themselves to be part of other researches in future. Furthermore, for the use of voice recorder, the participants were informed that this was done to get the clear explanation of issues during discussions and to be able to quote the discussion word for word. However, regarding anonymity, they were assured that when reporting the findings, no reference would be made to individual participants and that where it was necessary to quote participants, pseudonyms would be used, and should there be need. This is why Bogdan and Biklen (1992, p.23) thought that unless otherwise agreed to, the subjects 'identities should be protected so that the information you collect about them does not embarrass or in other ways harm them.

3.11 Summary of Chapter

This chapter discussed the methodology used to collect data. This included mix methods and paradigm belief, research design, study area, target population, study sample, sampling techniques, research instruments, data collection procedures, data analysis instruments. The chapter also consider the validity and reliability of the data collection instruments and finally brought what ethical considerations were made in the study.

CHAPTER FOUR

FINDINGS OF THE STUDY

4.0 Overview

The previous chapter focused on research design, target population, study sample and sampling procedure, research instruments, data collection procedure and data analysis procedures.

This chapter presents the findings of the research in both quantitative and qualitative forms. It gives an overview of the participants in the study and then followed by presentation of data obtained through questionnaires, interviews, focus group discussions, observations and document analysis.

The chapter is guided by the following research questions as stated in chapter one:

1. How aware are the stakeholders of school based self-evaluations in public secondary schools?
2. How are schools conducting school based self-evaluation on assuring quality management of public secondary schools?
3. Who is involvement in school based self-evaluation in assuring quality management of public secondary Schools?
4. What areas are evaluated in school based self-evaluation in assuring quality management of public secondary Schools?
5. What benchmarks are there to prove that school based self-evaluation is leading to assured quality management?
6. What model is suitable on how schools should implement school based self-evaluation?

4.1 Participants-Demography

Gender

The study had a relatively gender balanced sample with 49 percent of the participants being female while 51 percent were male. The figure 1 shows this distribution.

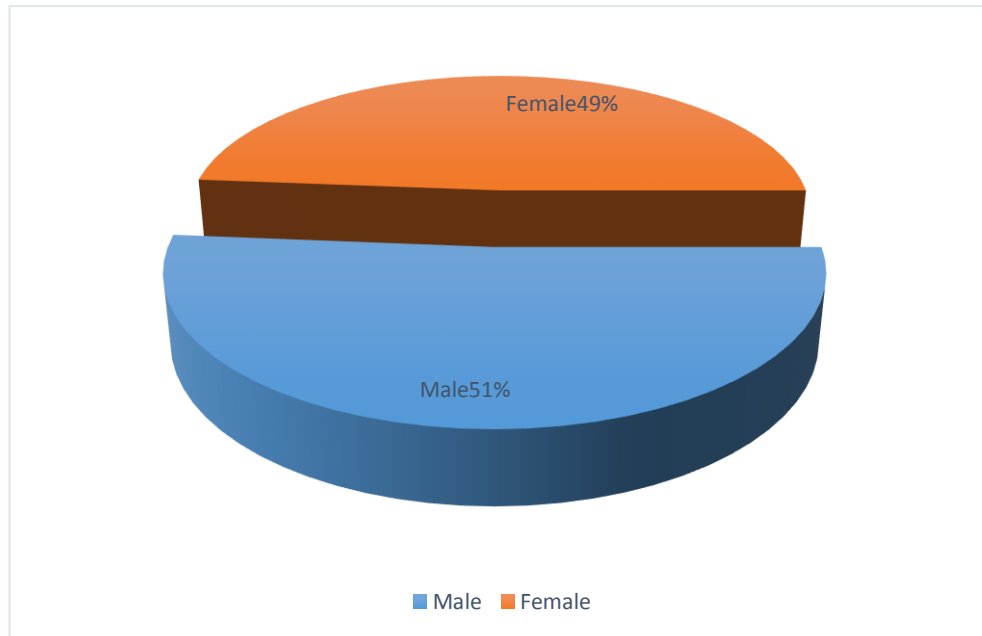


Figure 1 Participant's Gender distribution *Source: Researchers' Field Work*

Participants' ages

The youngest participant in the sample of teachers was 21 years old while the oldest participant was 51 years old. The mean age of the participants was 34 years with a standard deviation of 7 years. 50 percent of the participants were above 33 years while the other half was below this age. The table 1 below describes participants' age statistics.

Table 1 **Participants ' Ages**

Statistics	
Mean	33.7
Median	33.0
Std. Deviation	7.0
Range	30
Minimum	21
Maximum	51

Source: Researchers Field work

Administration

Administrators in this study included Head teachers, Deputy Head teachers, and Heads of departments. A total of eighty Administrators were interviewed, this included fifteen Head teachers, twenty Deputy Head teachers, fifty-five Heads of Departments. 45 percent of the Administrators had worked for 1-3 years in that particular school and 55 percent had worked for a period above 3 years.

Teachers

120 questionnaires were collected from 20 secondary school teachers in Lusaka Province of Zambia. In each school 6 teachers were interviewed using self-administered questionnaires and focus group discussion. From the total number of teachers, 20 percent of the teachers had worked for a year in the particular school; 30 percent had worked for two years and 50 percent for above 3 years.

Pupils

The pupils that were interviewed were from the pupils' leadership component and these were the prefects. Since they were all prefects they were in Grade 12 and all of them had been in the particular school for minimum of 3 years since grade 10.

Support staff

The support staff interviewed were particularly from the accounts section and procurement or stores department. These participants interviewed were from the mentioned departments regardless of whether they were trained for the job or were performing the job for administrative convenience only. 40 percent were qualified support staff and 60 percent were teachers appointed to help in these positions.

4.2 Data collected

Quantitative data was collected from teachers using self-administered questionnaires, (Appendix II). Qualitative data was obtained through face to face interviews with Head teachers and support staff, that is appendix I and V respectively; focus group discussions were conducted with teachers, appendix II and pupils, appendix IV. Further data was collected through observations done in schools on stakeholders' typical daily routine, documents and school records that assist in the day to day running of the school were analyzed. The checklist for observation and documentary analysis is appendix VI. The responses to the questions were audio recorded and also written down. Then the responses from these interviews were categorized according to the following themes; awareness by stakeholders; frequency of evaluation;

involvement of stakeholders; areas evaluated; benchmarks; corrective measures and benefits of self-evaluation to quality management.

4.3 Awareness by stakeholders

The first research question of the study was how aware are the stakeholders of school based-self evaluations in public secondary schools?

This section looked at how aware most stakeholders in schools were of school based self-evaluation. It encompassed how many were aware of what school based self-evaluation was all about and how they had become aware of it.

The section also covers what participants knew about quality management too. The section includes information about what form of training the administrators had received for the role they were appointed to do in their schools.

Awareness includes being aware of the policy by Ministry of General Education on School based self-evaluation and the local policies each individual school had in place for school based self-evaluation. Most participants' responses indicated that they had an idea about what school based self-evaluation was all about and also knew what quality management entailed. Most participants indicated that their schools were involved in school based self-evaluation from the variety of activities that were on-going in their schools which they said culminated into the policy guidelines by the Ministry of General Education. The most prominent activity named was Continuous Professional Development (CPD) and teaching and learning. The responses are shown according to groups of participants.

Administrators

All administrators that were interviewed had been in their schools for more than one year. On administrative training received, all the administrators responded that they had not received any form of training before or after taking up their new offices. However, a number of the administrators indicated that the only form of training they had received was through orientations in workshops organised either at the zonal or district levels. Though the workshops conducted were not specifically on how to run the schools, components that were of concern to the ministry were taken care of, in these workshops. Some of these components included financial issues and self-monitoring to some extent which helped them in their administration. Though most of the Head teachers indicated that they had attended a number of workshops, these workshops did not meet all the needs of the demanding job of heading a school. The workshops were targeted mostly on issues that were contentious at the particular time. The administrators that said that they had some orientation of some kind were mostly Heads of departments, while most of the Head teachers and deputy head teachers took over office, without any form of training or orientation.

The findings revealed that most of the administrators had an idea about the phrase school based self-evaluation was. Their answers ranged from; analyzing the school activities by the administration, managing human resource including teaching and learning materials and infrastructure; monitoring of teaching and learning; self-assessment by the school; the system the school puts in place to yield results; process of checking teacher performance; evaluating itself as a school; set of activities in the school put in place to track progress; assessing set goals against what's happening; measures to check school performance;

review of one's successes and failures; process of stakeholders evaluating themselves; bringing out schools' intended objectives and achieving purpose; reflecting on what's happening in the school and managing self-performance and how to improve it.

One Head teacher had this to say:

It is a system that the school puts in place to see if the system is yielding positive results and then put corrective measures.

One Deputy Head stated that:

This is the monitoring we do within the school by management.

A Head of Department asserted that:

It is a policy by which the school deals more with monitoring. If teachers go to class regularly, staffing levels are ok, if teachers write records of work and do all that should be done. At the end you check if they are doing what they are supposed to do.

On how aware the administrators were on school based self-evaluation policy directed by the Ministry of General Education, a number of administrators indicated that they were aware, the response from a deputy head below exemplifies;

Yes, I am aware of self-monitoring it is also called self-evaluation where we monitor within the schools then we are able submit to the Ministry of Education for them to see how we are running the schools specifically on the teaching and the projects in school.

25 percent of the administrators were not too sure if there was any policy as shown by the response below by one Head of Department who remarked that:

School based self-evaluation could be this thing they are talking about nowadays, catch up strategy with pupils if you are teaching, how you help slow learners, how you guide them, how you support them provide them with the strategy for them to catch up with fast learners.

Those that were aware indicated that the policy was there, perhaps it was not a definite policy but that the policies could be fused together to make it a policy.

The policies that they were aware of, included pronouncements on catch up strategy for schools; standards and guidance manual for schools which had a number of monitoring instruments; through documents released by the Ministry of General Education; they were aware of monitoring through meeting and workshops; Continuous Professional Development and through internal monitoring that was on-going.

One Head of Department stated that:

There is a policy, something like catch up strategy, through CPD we evaluate teachers using some instruments from the Ministry. Ok, I can say there is a policy.

A few of the administrators showed total ignorance. One Head teacher had this to say: *I wished I knew what this was all about. What we have is some kind of monitoring by administrators only.* Asked as to whether their schools had a policy on school based self-evaluation, most of the administrators indicated that they were aware of the policy and that they also had a policy in their schools.

One Deputy Head said that:

Like here at our school at the beginning of the term we draw an observation schedule with the HODs we share teachers to monitor. That is the monitoring tool we use, it was generated within the school.

Other administrators agreed that the policy was there because of lesson observation that was on-going in the schools; others said that there was note book inspections on-going in the schools; some alluded it to assessment of pupils every term, while others talked of lesson cycles that were monitored; homework policy in schools was also mentioned as well as catch up strategy.

One HOD stated that there was monitoring carried out by Heads of Department:

As a school we do not use the Ministry of Education monitoring tool, as a school we have our own which we have tailored to evaluate areas we intend to monitor. I can give you a copy of our own monitoring tool.

Another one added that;

Yes, we have a policy, homework policy and we also use catchup strategy we use it for our pupils and monitoring by heads of department we monitor teachers, we go round and we do CPDs as well, we do have demonstrations and observations within this school.

On what quality management was. The study revealed that almost all administrators had an idea of what it was. Answers given were; managing standards by the school administration, management of human resource, financial and material resources efficiently by management; putting tools in place to attain goals; giving guidance to subordinates; offering standard education to give quality output; efficient delivery of activities; strategies on quality of work; achieving the highest output; it's how well one ran their school and so on.

One Deputy Head said that:

Quality management is giving guidance to your subordinates in all areas. Like me as a deputy Head I receive problems or requests from the Heads of Departments, I assess them and hand them to the Head. The Head gives guidance on which way to go.

Another Deputy Head indicated that:

Quality Management means what tools you put in place to attain what you intend to attain as management.

A Head of Department responded that:

Quality management is where you make sure you follow what is tabulated and if you do that and see the outcome is good that is quality and if the outcome is bad that is not quality management.

Asked about staff development, all of the administrators interviewed agreed that their schools were engaged in some form of staff development as they conducted Continuous Professional Development (CPD), cluster meetings, and

lesson studies in departments. They also stated that they encouraged teachers to go for further training. Administrators emphasized that CPDs were conducted within the school in departments and so were the lesson studies. In a number of schools these were timetabled.

One Head of Department stated that:

Yes, we do have staff development initiatives locally. For example, our CPD is time-tabled, right now as we talking Social Science is having their CPD. It is arranged in such a way that no one is teaching in the department on a given day and time. They conduct the lesson study in areas teachers have challenges in. It helps very much as teachers share challenges and successes.

The findings revealed that cluster meetings were done twice a year during April and August holidays. These were inter-school meetings held on a selected day in a chosen school where the teachers would break into departments and topics of concern would be demonstrated on how to teach them. In a school setting, lesson studies were conducted on topics where teachers had difficulties in delivering to pupils. The questionnaires and interviews with teachers yielded the findings that follow.

Teachers

When asked to define school based self-evaluation, most of the teachers defined it as one of the following definitions:

- A collaborative, inclusive and reflective process of internal review.
- A process of reflection on practice, made systematically transparent with the aim of improving pupils, progression and learning; and
- A process through which members of staff in school reflect on their practice and areas of action to stimulate improvement in the areas of pupil and professional learning

Figure 2 shows that 36 percent of the teachers defined School based self-evaluation exactly in the manner described above while 64 percent of them defined it partially correct in line with the aforementioned set of definitions.

Figure 2 shows that fewer teachers defined the word correctly.

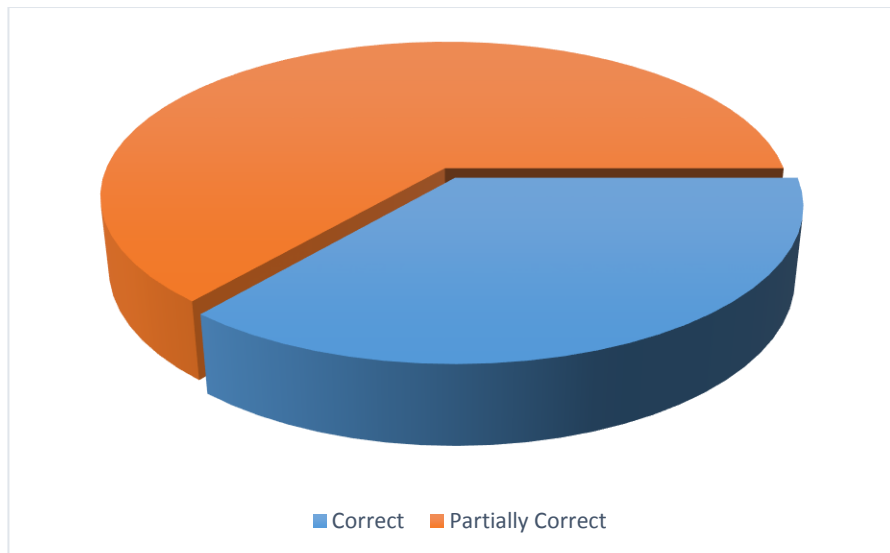


Figure 2 Defining Self Evaluation Source: Researchers 'Field work

Quality Management

When asked to define quality management, the teachers defined it as *quality management provides connections between outcomes & the process by which outcomes are achieved*. Another teacher defined as *the way of managing a resource in a school to achieve intended outcomes and* 24 percent of the teachers accurately defined quality management while the majority 64 percent described it partially correct. 12 percent of the teachers could not accurately define the concept of quality management. Figure 3 below shows the response by percentage.

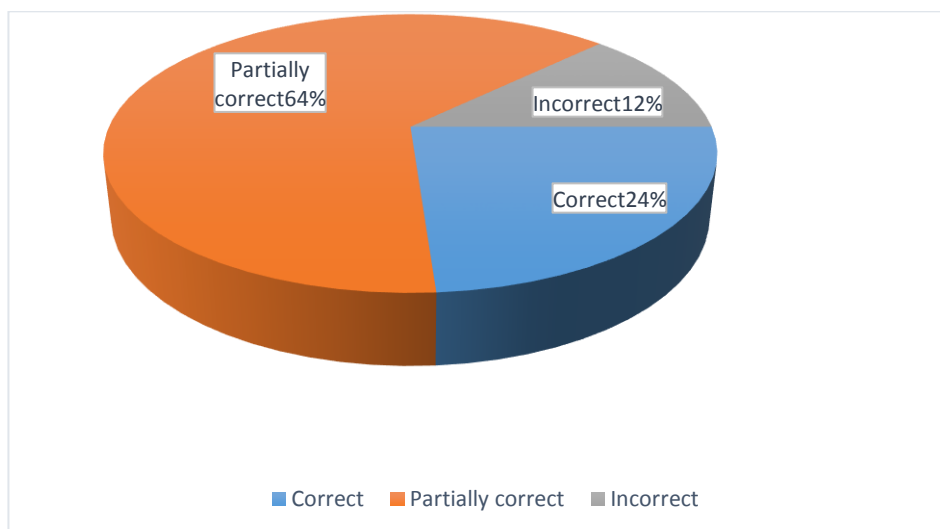


Figure 3 Defining Quality Management

Source: Researchers' Field work

Many of the teachers' definitions of quality management emphasized the importance of the ability of an administrator to consult from the subordinates, goal setting and giving appropriate feedback to ensure the smooth running of the school.

When teachers were asked on awareness of any policy on school based self-evaluation, 81.7 percent of the teachers responded in the affirmative while only 18.3 percent said they were not aware of any such policy. Figure 4 below shows that more teachers were aware of school based self-evaluation policy.

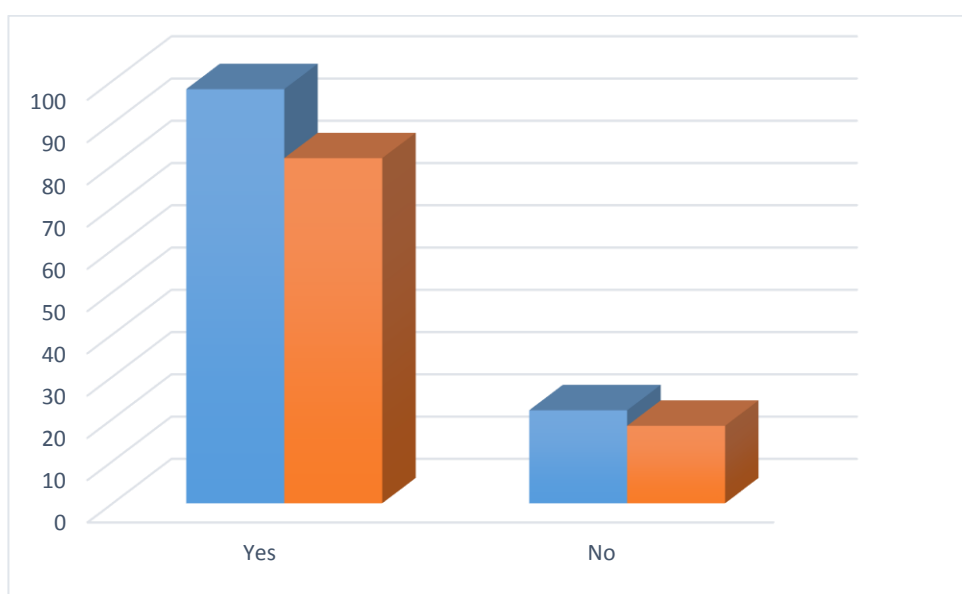


Figure 4 Awareness of MOGE School Based Self-Evaluation Policy Source:

Researchers' Field work

The figure 4 shows the distribution of the teachers' responses to being aware of a school based self-evaluation policy from the Ministry of Education in their respective schools, 84.7 percent affirmed that there was a policy in their schools while 15.3 percent negated this view. This showed that more teachers were aware of what was going on in schools.

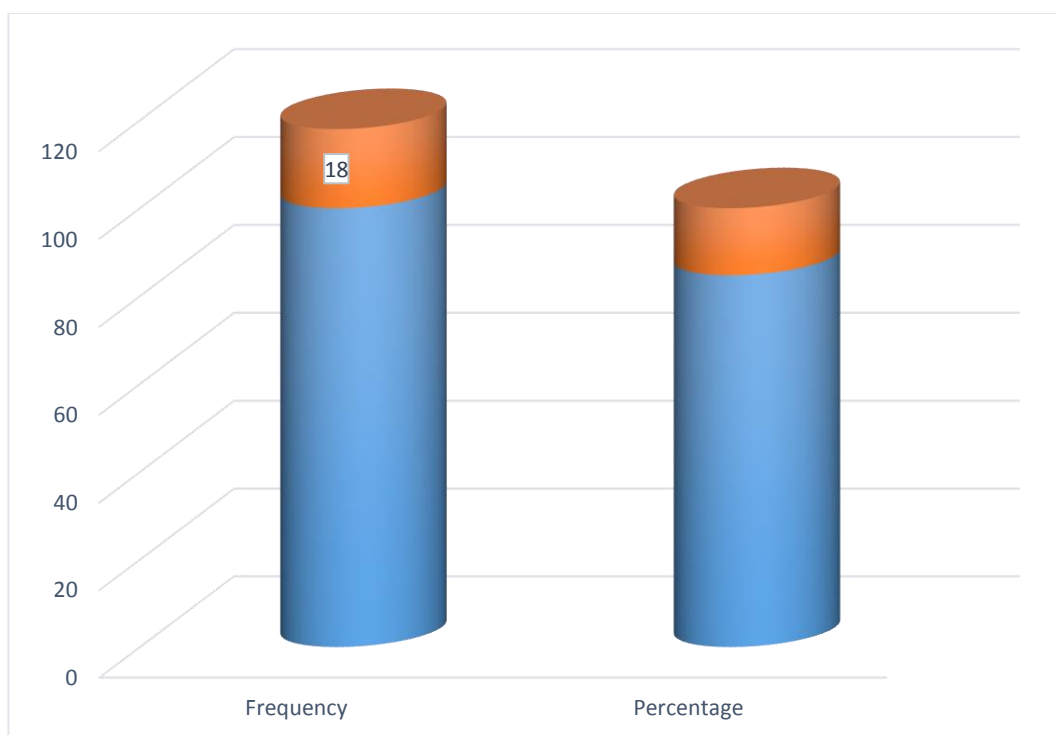


Figure 5 Availability of a local Policy on School based Self-Evaluation

Source: Researchers 'Field work

The study revealed that responses by most of the teachers during focus group discussions showed that they were awareness and knowledge of what school based self-evaluation was.

One teacher said that:

School based self-evaluation is the internal evaluation that is carried out by the school to monitor teachers as well as pupils in terms of academic performance.

Another teacher stated that:

School based self-evaluation is whereby as a school you do local monitoring, often conducted by the Head teacher, Deputy Head teacher and Heads of Departments. Here they conduct it when the Deputy or HOD comes to check on us.

Further on another teacher added that:

These are goals the school has set which they want to attain by the end of the day or end of the term. At the end of term, we sit down to see if we have achieved this and that, that is self -evaluation. For example, we are supposed to give three tests in a term and at the end of the term we have given only one test then we should ask ourselves what went

wrong. What caused us not to do well and in those tests how many pupils performed well so that is self-based evaluation.

Another teacher said that:

School based self-evaluation is the process where you evaluate oneself as you are now aware of this modern society. Each one and everyone has his/her own methods then we copy with other methods of teaching. Through that process we are able to evaluate by copying others.

Asked on what quality management was, most of the teachers had a good idea of what it was and some had this to say: one teacher defined it as:

Quality Management is the way of meeting the set goals in an organisation like a school. In a school they are only two administrators, that is the Head and the Deputy Head, as a result they are the ones who have to observe and the two can't do it to perfection. So quality management is simply giving the necessary tools to your subordinate's so that they perform to the best of their ability.

Another teacher stated that:

In Lusaka province the motto is 'quality education begins with me' Quality management is to ensure that quality education is achieved in the school. This means the province is practicing quality management by providing quality education.

Another teacher described it as:

Quality Management is where management delegates duties to subordinates and state clearly the instructions as to what the juniors are supposed to do when and how and with what means and providing everything the junior should work with to carry out that duty which has been delegated to him or her.

Asked if the policy on School based self-evaluation by the Ministry of General Education was being implemented in the schools, most of the teachers were aware that some form of monitoring by Education Standards Officers was happening in schools. Equally, the policy that was mostly alluded to by teachers was CPDs which schools were doing. Most of the teachers stated that they did not have a government policy on school based self- evaluation but most schools had their own.

One teacher remarked that:

School based evaluation has been there for say 10 to 20 years. When I was a pupil it was there and it was only for Mathematics and Science. Then I went to the University of Zambia, came back as a teacher. All they are doing is keep on improving it. Now it's called CPD and everyone is involved in evaluating each other. I learnt about it from interaction.

Another teacher responded that;

We have the homework policy by the Ministry of Education where we have to assess our pupils. I came to know about it from a certain department which used to give homework periodically say mathematics then the government had to come up with a policy on homework for all departments. It is even on the time table; every fort night we have to give homework.

Most of the teachers felt that although they were conducting self-evaluation, they were not sure if there was a local policy. Even if there was no actual written local policy, the teachers confirmed that monitoring by the administrators was happening in their schools in one way or the other. Some of the teachers indicated that they were following the Ministry of Education policy demands on monitoring. They described school based self-evaluation as a process where schools took time to look at the work in progress and achievements against the targets and this is exemplified by this response by one teacher:

As for the government policy we don't have, but as a school we do evaluate ourselves. Let's say 3 to 4 times a term. Maybe the deputy could have a policy in his office. But monitoring or evaluation is happening here.

The next findings are from responses from interviews with the pupils.

Pupils

In regard to awareness in connection with what school based self-evaluation was, most of the pupils had an idea and some of the responses they gave were such as; it was

assessing the performance of the school, some of them said it was self-monitoring as a school and assessing how the school was managed.

One pupil stated that:

To know how things are going on, where you are and the challenges you face, how the school is running and assessing yourselves.

Some of the pupils admitted to having an idea, while others said that it had to with analyzing the conduct of pupils and teachers, a few pupils had absolutely no idea. When asked what they understood by quality management almost all of the pupils had an idea of what quality management meant. Responses included good standards of management, how well the school was run, how well management performed, delivery of service and proper management. One of the pupils said that:

It is the way the school is being run by management involving everyone including us prefects to help them to keep discipline.

Another pupil added that:

Quality management is having quality where everything is ok. For example, teachers are teaching every day in their period or when someone is out they stand in. Quality is having everything ok. Here we have no laboratory, so quality is not complete.

The next findings are from responses from interviews with the support staff.

Support staff

When the support staff were asked what they understood by the term school based self-evaluation, the following were some of the responses. One responded that it is evaluating oneself against set targets.

Another one had this to say assessment of yourself or activities and compare the actual or expected goals with performance, successes, failures, and output.

Another one said that:

'Process on rating an individual/institution on performance'.

Most of the support staff were aware that there was some form of policy on school based self-evaluation in the school and only a few of them were not aware of anything.

As to what the support staff understood by the term quality management, the following were the responses: One said that *it was the ability to meet targets and goals, delegate, review and mitigate.* Another said that *it was the ability to lead effectively and efficiently, achiever, good planner.* While another stated that *someone puts in the best output, meets targets, reports accurately, and is effective and efficient.*

4.4 Frequency of evaluation

Frequency of evaluation refers to how many times evaluation was conducted in a school for a particular area by stakeholders. This evaluation includes the ones conducted by the external evaluators and the internal evaluators. Different groups of participants had different views.

While the administrators in some schools, especially in the rural and peri-urban schools, indicated that they were visited frequently by external evaluators, other administrators in urban schools indicated that they were rarely visited by external evaluators. It was said that mostly visitations were during the national examination time or when a crisis was reported, while others stated that they had never seen the external evaluator in the previous four or more years. The administrators mostly indicated that they frequently evaluated the teachers most of the times.

While most of the teachers in urban setting schools indicated that they rarely saw external evaluators, others in rural area schools indicated that they were visited by

external evaluations frequently. All of the teachers interviewed indicated that there was internal evaluation by the administrators. Most of the pupils indicated that they were evaluated frequently by the administrators in most of the schools. While most of the support staff talked of being monitored by administrators sometimes, but rarely by external evaluators.

The second research question was how are schools conducting school based self-evaluation on ensuring quality public management of public secondary schools?

This section gives responses to the second research question by groups of participants.

Administrators

When the administrators were about how they spent a typical day in the school, the Head teachers indicated that it depended on what time of the year it was, the first term was very busy as they had to attend to scores of parents who were either looking for school places or had brought their children to report. This left time for them with little or no time to monitor what was going on in the school. After the first term, the Head teachers had more time to monitor and evaluate the teaching and learning process. The Deputy Heads indicated that they did continuous monitoring regardless of the time of the year. Most of the Heads of Departments said that they were supposed to monitor teachers daily to see if they were teaching. This had proved difficult sometimes due to their heavy teaching loads. For example, departments like Science and Mathematics had a shortage of teachers, which made the Heads of Department to teach full loads of 28 periods or more. This reduced the time for evaluation resulting in reduced frequency of monitoring. Despite that, the Heads of Department indicated that they had a schedule for observation on their timetables that helped them to achieve whatever they could in their tight schedules.

About a typical day, one Deputy Head had the following to say:

I report at 0645hrs and firstly I ensure that the environment is clean, all litter has been picked. After that I ensure that registration is being done then I receive the registers at 0700hours in my office. Lessons start at 0715hrs, if they are lessons to be observed, I will attend to the first two. After break, HODs and I ensure that pupils have settled in the classes. We ensure that learning is going on.

Responses to question on how often the administrators evaluated teaching and learning, ranged from daily to weekly, fortnightly, monthly, termly, three times a term and others just termed it as regularly. Other administrators said that they conducted a book audit occasionally and the sample of tools were shown in some cases, especially those designed by the school. Some schools used the standardized monitoring tool by the MoGE. Others said it was a shared responsibility. One Deputy stated that:

As a school, the Head monitors five teachers termly, the Deputy Head monitors ten teachers termly and Heads of Departments are to monitor twelve teachers each termly. So this shows how many times we meet our teachers.

All of the administrators indicated that they coordinated and monitored the curriculum frequently from which they drew inferences on making decisions on pupil performance. One HOD responded that:

As for the Zambia Association for Science Educators, since I am part of those who look at the curriculum, we look at what has been removed and what is taught. We look at if the recommendation by the Ministry are being implemented. After that as ZASE we go into zones to train, as you know all sciences are now practical.

On how often the external evaluators visited schools to evaluate, only about half of the administrators responded that it was a rare happening. The rest of the administrators disagreed to the fact that the external evaluators ever visited their schools. Others were not aware that they were ever evaluated, all they knew was that they were visited by standards officers once in a while who ended up in Head teacher's office only. The

only time the external evaluators visited the schools was usually only during examinations to check if schools were compliant to examinations regulations.

One HOD had this to say:

The frequency of external evaluators is a million-dollar question. They don't come anymore. They leave monitoring to the schools. We seem to be working for them. You only see them when a crisis is reported, then they swarm the school. If no crisis is reported then forget, they will never come.

Another HOD said that; *Hmm! external evaluators! Standard officers? Never, I have never seen them here in the four years I have been in this school.*

Of the administrators that said that they were evaluated frequently. It was noted they all of them were based in schools that were in rural areas. The schools in rural areas were evaluated frequently, while the ones in urban and peri-urban areas were rarely evaluated.

One Head teacher from a school in rural setting had this to say:

Like this year we have been monitored once since we opened, last year also a number of times. In our district chilanga we have few secondary schools so we are visited frequently by the standards officers.

The next findings are from responses from interviews with the teachers.

Teachers

The sampled teachers were asked on the regularity of the evaluations in their schools. It was established that 81 percent of the teachers confirmed that school based self-evaluation was conducted regularly. Only 19 percent of the teachers said that school based self-evaluations were not done regularly as shown in the figure 6 below.

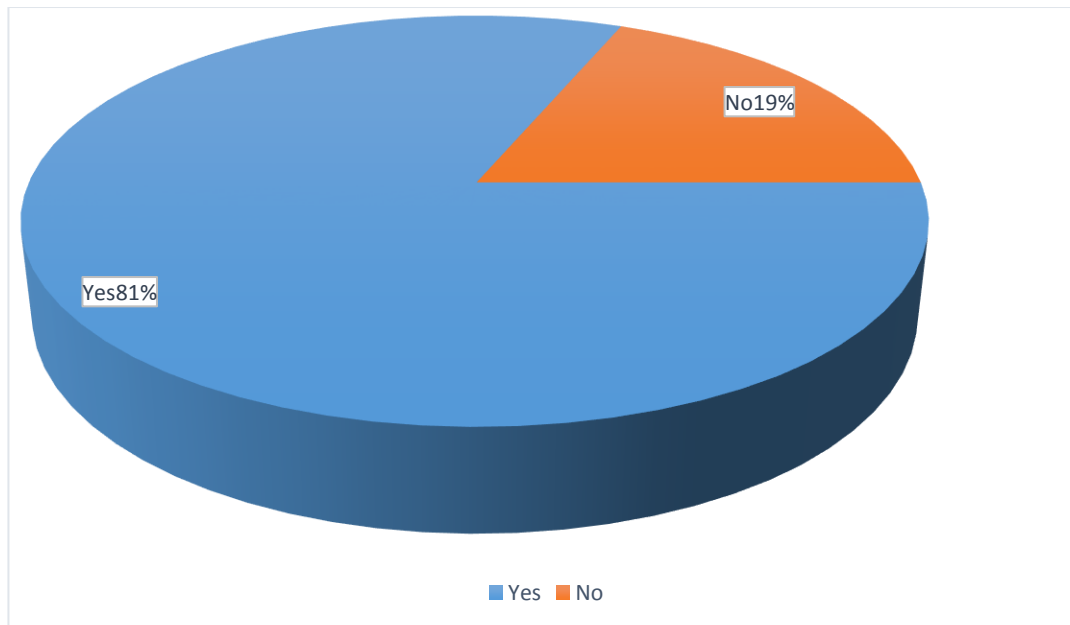


Figure 6 Frequency of conducting School Based Self-evaluation *Source: Researcher' Field work*

Figure 7 shows the grouping of the responses by activity of frequency in a given period, such as per week, month or term. 14 percent said weekly, 16 percent termly twice, monthly 29 percent, termly once 20 percent, randomly 13 percent, rarely 3 percent and not applicable 4 percent. The responses show a fragmentation of answers with the monthly frequency being the highest.

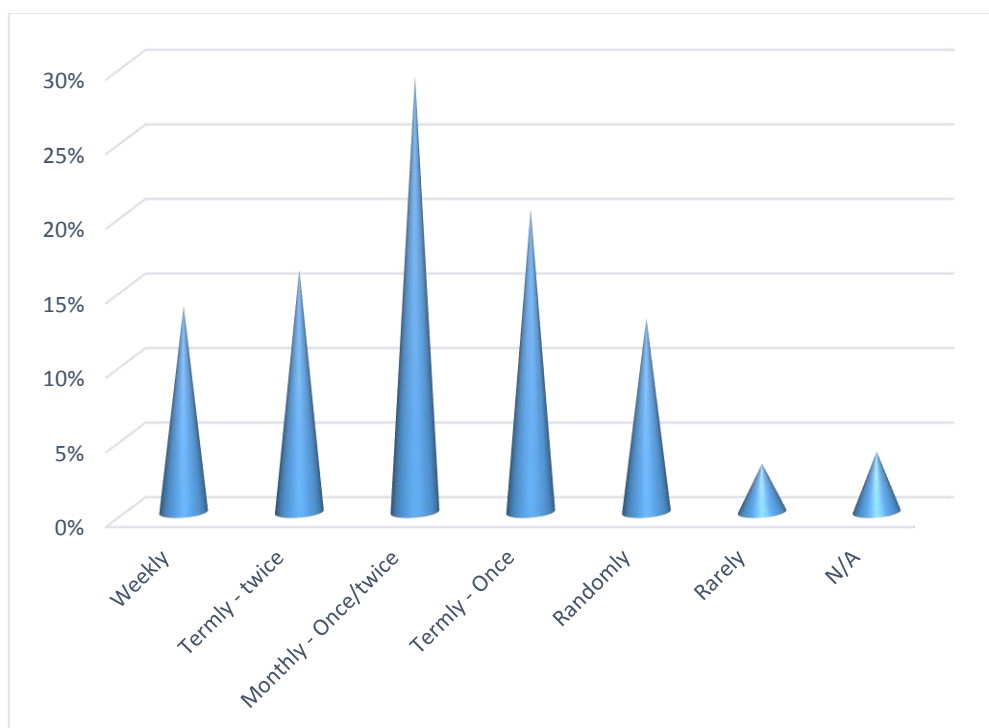


Figure 7 Frequency of conducting Evaluation *Source:* Researchers' Field work

Table 2 below shows the frequency of the administrators in evaluating teachers in teaching and learning as stated by the teachers. 96.7 percent said yes they were regularly evaluated and 3.3 percent said no. Findings revealed more teachers agreeing that administrators frequently evaluated them.

Table 2 Frequency of administrators evaluating teaching and learning

	Frequency	percent
Yes	119	96.7
No	4	3.3
Total	123	100.0

Source: Researchers' Field work

Responses to the question on how often the external standards officers visited the school, most of the teachers said that they were regularly visited by external evaluators, were those from the rural areas schools.

One teacher said that:

We are visited once a term or sometimes twice a term by DEBS office. Like this term they came in January. We see them except that sometimes they end at the head's office only. Like this year 2016, they came in the third week. It depends on their schedules, last year also they came about 3 times.

The teachers that responded that the visits from external evaluators were very irregular were those in urban schools. For instance, two teacher had this to say.

One said that:

From the head office, that is the Provincial Educational Offices they rarely visit us, worst still are those from Headquarters, who never come. From District Education Board Secretary's office at least last term they came once.

Another said that;

Standards officers come once a term, sometimes they don't come and sometimes once a year. They were here last year during examinations. These were two officers from District Education Board Secretary's office.

Meanwhile, almost all of the teachers agreed that the frequency of local evaluation by the administrators was good. The Head teachers, Deputy Head teachers and heads of Department took turns in checking teachers' teaching. Some mentioned that they were monitored by administrators at least three (3) times a term. The findings revealed that the teachers sometimes evaluated of their own teaching at the end of each lesson, or during CPD they were evaluated by other teachers. Just like the responses from the administrators, teacher's responses were revealed that CPD was timetabled in most of the schools.

One teacher agreed by stating that:

We conduct evaluation every week each department must prepare and present a lesson. The administrators must monitor all of us each term not less than once. Our CPD is timetabled, so we know when to hold it.

The next findings are from responses from interviews with the pupils.

Pupils

When the pupils were asked how often the administrators visited their classes to monitor teaching and learning, the study revealed that most of the pupils indicated that the administrators visited their classes frequently. They explained that the Head teacher, especially the Deputy Head visited the classes to check if teachers were in class teaching. A few of the pupils responded that they were rarely visited and some of the pupils said they were not visited at all by any of the administrators.

One pupil stated that:

They come to check but it depends on their program I have seen the Head come to our class three times since I came this school 2 years ago.

Another one stated that:

The Deputy Head normally passes around to see if teachers are teaching. He will sometimes enter our class if there is no teacher and ask us what we are supposed to be learning and he would write down.

On responses on visitations by Education Standards Officers from either the province or district, the study revealed that most of the pupils from rural schools affirmed that there was frequent visitation, however a few of the pupils from urban set schools said that it was a rare occurrence in their schools. When the pupils were further probed, it came to light that the pupils could not differentiate between Education Standards Officers and mere visitors in the school. Apart from special occasions, the study revealed that the pupils were most of the times not aware of the category of the visitors in school as there was no communication to this effect. One pupil had this to say:

They come to check on how teachers are teaching and how pupils were responding and they usually write what they see. They also came last week to monitor. Last year the Head called us to say, you see they have come. They check for cleanliness. They even come unexpectedly like for grade 9 exams they came and were asking teachers about the exams. They also consider the end of term tests.

The next findings are from responses from interviews with the support staff.

Support staff.

The situation with the support staff seemed the same. The findings revealed that they were not sure of what they expected from the administrators. Most of the support staff indicated that the administrators came round to check their work frequently and this was in reference to the head teacher only.

One of the support staff had this to say:

‘it is only the Head teacher that comes to my office to ask for certain documents, which I provide and then he would tell me to make sure I kept them properly in case auditors came to our school’. The support staff felt that they would not know what to monitor since the administrators had no training in those departments. So they stated that they monitored their own work.

4.5 Involvement of stakeholders

This section looks at involvement of stakeholders in school based self-evaluation in the school. The stakeholders in this case are administrators, teachers, pupils and support staff. The section brings out the findings indicating the levels at which the stakeholders were involved and the extent of involvement in planning, decision making and the actual monitoring.

Therefore, third research question was who was involved in school based self-evaluation in ensuring quality management?

The responses are presented in categories of the participants.

Administrators

The findings from the responses of most of the administrators indicated that teachers were involved in the planning of teaching and learning as well as in decision making. This was during staff meetings and at departmental level where teaching activities were planned. The review of effectiveness of teaching was done in departments regularly. The findings revealed that the resolutions on planning and decision-making in departmental meetings was later relayed to management during management meetings by HODs.

One Head teacher indicated that:

We involve teachers of course in a number of ways, through staff meeting, in their departments they plan as a group and during their CPD planning session.

The findings revealed that involvement of teachers was during CPDs, evaluating their performance in teaching, selecting various teaching methods, demonstrations on how to teach difficulty topics and teachers were also involved in finding solutions were pertaining to teaching and learning. It was revealed that the departments had powers to swap teachers to teach topics or grades they were comfortable to teach. All the resolutions of these meetings were delivered to the administration through the Heads of Department.

One HOD had this to say:

Yes, we involve all teachers through us the HODs, as we meet in our departments and discuss issues pertaining to their performance. The resolutions are then brought to the Deputy who takes them to the Head.

When asked on whether teachers were involved in decisions to do with the curriculum, the study revealed that the teachers were only involved in deciding how to teach the curriculum effectively. The actual curriculum was designed by the Ministry of General

Education and sent to schools for implementation. The teachers through the departments could only discuss the approach to effective application of the curriculum, no drastic changes could be made by the schools, especially on the new curriculum which had compulsory pathways. One Head teacher responded that:

Decisions on the curriculum are far-fetched because they are issues of policy. One time we made a decision to include Biology to a class that had a curriculum pattern that did not include Biology. After discussing with the teachers we implemented, when we informed the Ministry about the decision and we were told to reverse. After reversing we were again told to include Biology.

Asked on who coordinated evaluation, the study revealed that, the CPD coordinator, and deputy Head were named. The findings revealed that there was inconsistency in the response as to who coordinated the activities of school based self-evaluation in most of the schools. In some of the schools even the head teachers were not sure, as to who coordinated it. The next findings are from responses from interviews with the teachers.

Teachers

Table 4 below shows 56.9 percent of the teachers interviewed stated that they were involved in evaluations while 43.1 percent claimed they were not. More than 50 percent of the teachers affirmed to being involved in evaluations.

Table 3 Involvement of teachers in evaluation

Are you involved in evaluating any area?		
	Frequency	percentage
Yes	70	56.9
No	30	43.1
Total	100	100.0

Source: Researcher' Field work

The findings revealed that of those teachers that said they were involved in evaluation of some areas in the school, 62 percent said it was through evaluation of pupils' academic progress through tests, and exams as well as pupils personal well-being. Others stated that they evaluated teachers' performance 23 percent while others said were involved in self-evaluation 12 percent. Figure 8 below shows that all were involved in one way or another. The figure 8 shows result contrary to table 4 where 43.1 percent of the teachers said they were not involved. The figure 8 below shows that all of the teachers were involved in evaluation of one area or another.

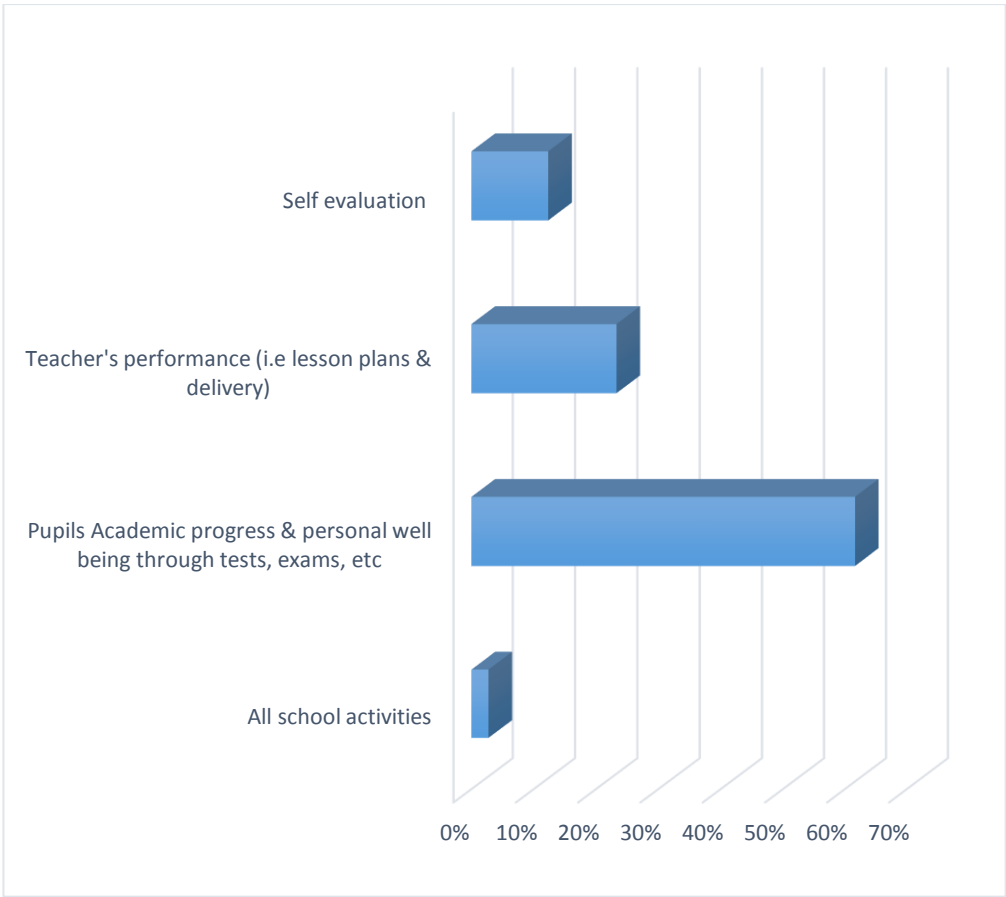


Figure 8 Areas that are evaluated *Source:* Researcher' Field work

Figure 9 below shows teachers who said that they were involved in evaluating their work as ninety 93 percent and those who did not were 7 percent. This figure shows that almost all of them were involved.

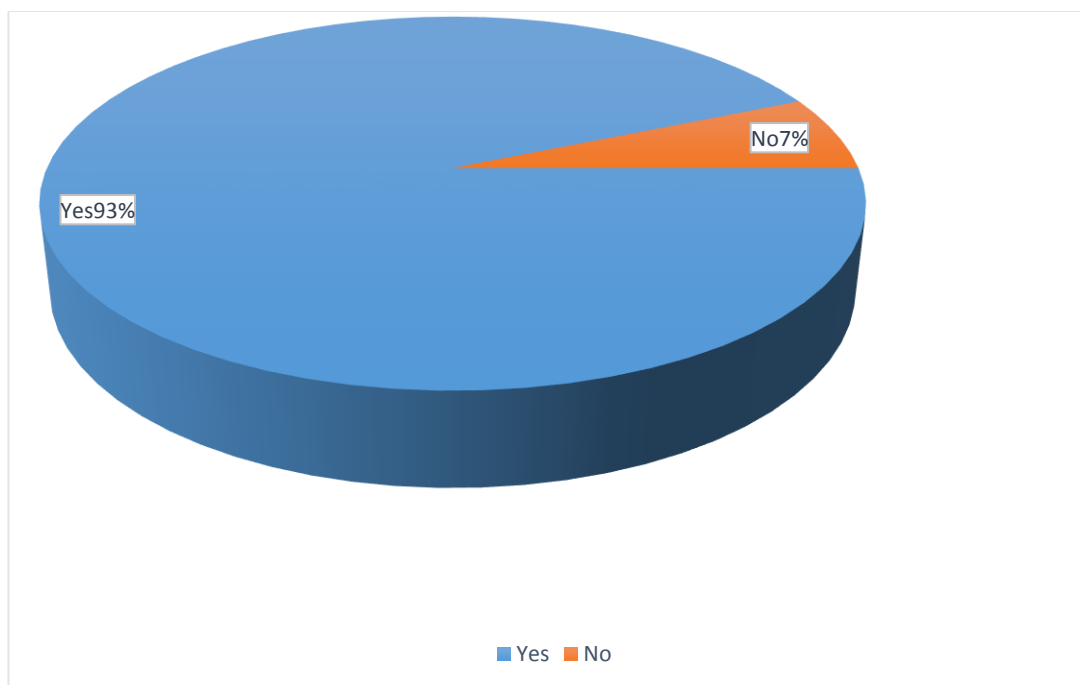


Figure 9 Teachers evaluating teaching and learning Source: Researchers' Field Work

Figure 10 shows responses by teachers who said that pupils were involved in accounting for their performance as 78 percent and those who said they did not was 22 percent. Most of the teachers indicated that the pupils were involved.

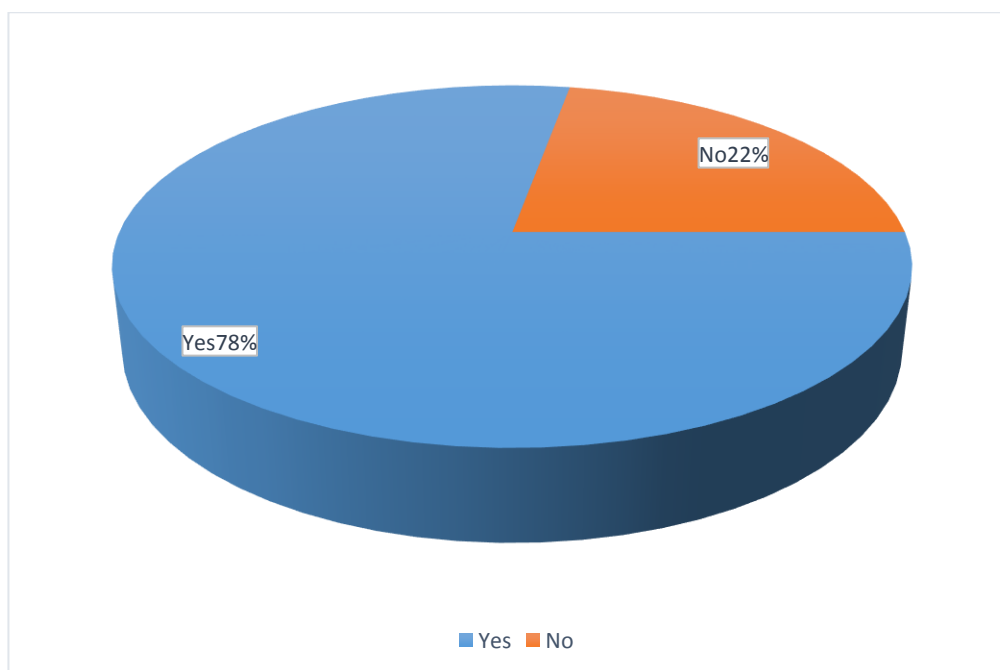


Figure 10 Pupils involved in accounting for their performance Source:

Researchers' Field Work

Figure 11 shows the frequency and percentage rate of the teachers that responded on the involvement of everyone in school based self-evaluation in their school. Frequency shows 87 which translated to 77.7 percent agreed that the policy involved everyone and the frequency of 25 which translated to 22.3 percent did not agree the policy in their schools made everyone account for their work. Only a few of the teachers responded that the policy did not make them account for their work.

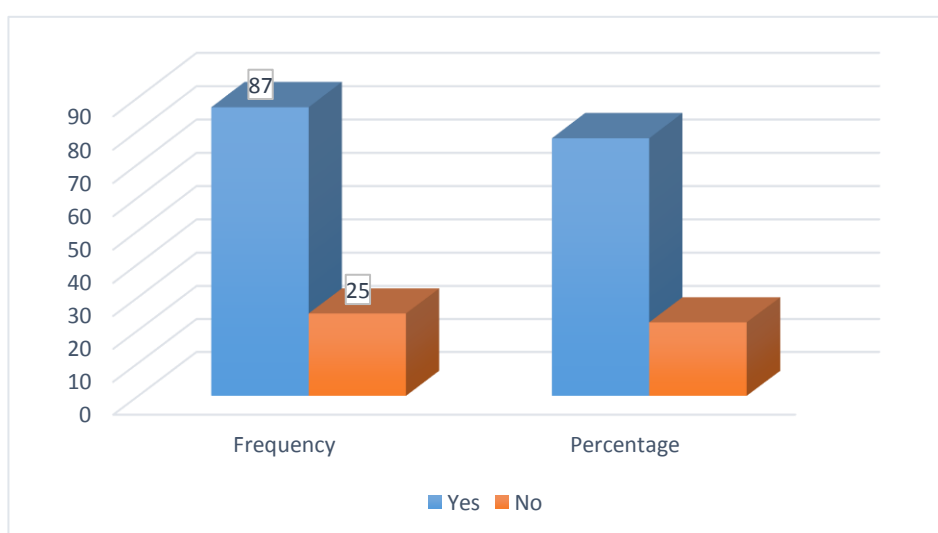


Figure 11 Policy to make everyone account for their work Source: Researchers' Field Work

Figure 12 shows the percentage of teachers' responses on how pupils accounted for their performances. Those who said analysing and accounting for individual performance were nine 9 percent, participating in open day activities 10 percent, receiving awards/punishments depending on performance 13 percent, participating in classroom activities such as class exercises on revisions 20 percent and through constant assessment such as tests and quizzes 47 percent. All of the teachers stated that the pupils accounted for their work in one way or the other.

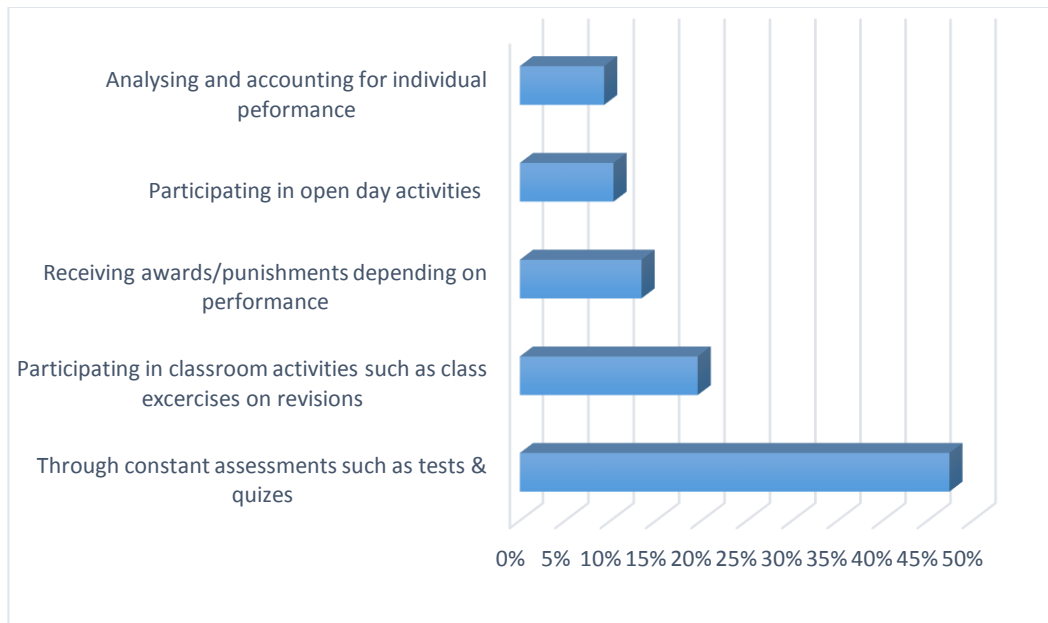


Figure 12 Involvement of Pupils-accounting for their performance *Source: Researchers Field Work*

Figure 13 below accounts for responses by the teachers to show if everyone was involved in school based self-evaluation .66.4 percent said yes and 33.6 percent said no. The findings revealed that more teacher said everyone was involved.

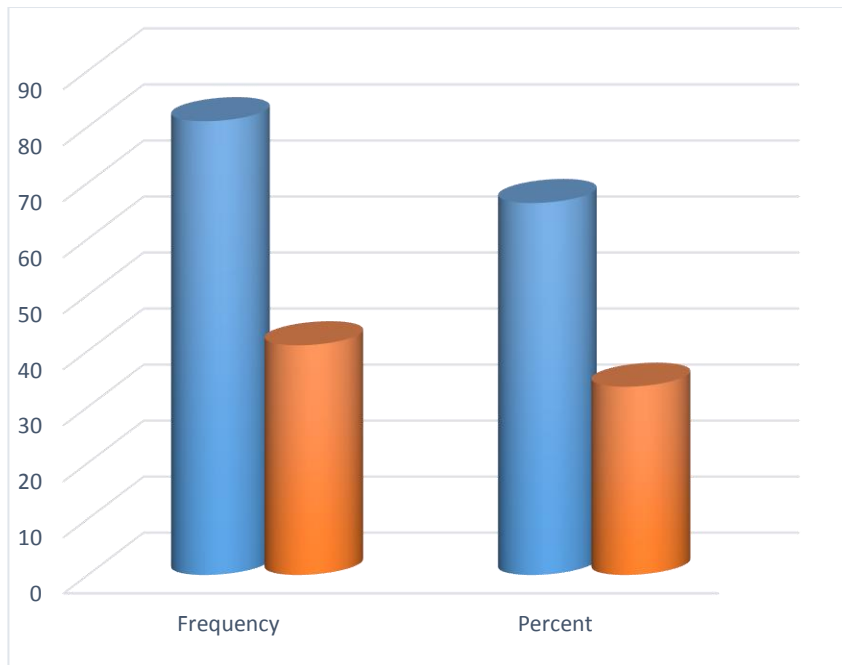


Figure 13 Involvement of everyone in school based self-evaluation Source: Researchers' Field Work

Figure 14 below shows responses on how everyone was involved and most of the teachers' responses focused on monitoring of pupils understanding of lessons delivered, pupils' performance in tests and exams as well as monitoring of the lesson preparations, presentation and delivery by the school administration. 12 percent said teachers were involved through CPDs. 32 percent pupil assessment and 56 percent through lesson plan. The figure 14 below indicates that contrary to figure 13 where some teachers said that that everyone was not involved, Figure 14 shows that everyone was involved in one way or the other.

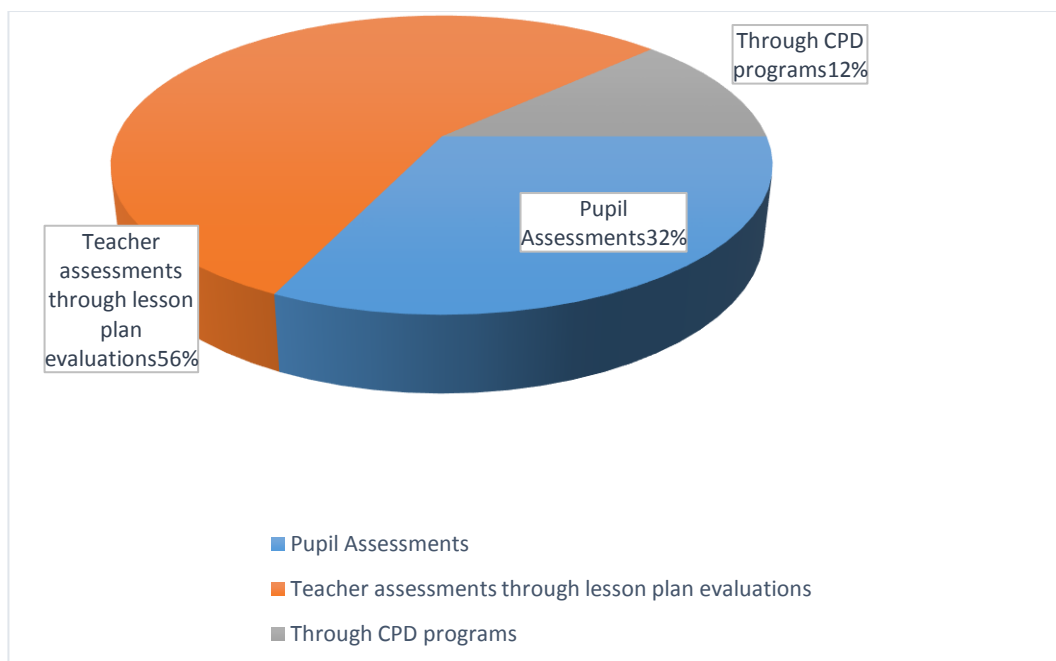


Figure 14 How everyone was involved in evaluation *Source: Researchers' Field Work*

Of the sampled teachers, 59.2 percent of them responded that were involved in decision making while 40.8 percent said they had no decision making powers in their schools. The figure 15 below shows that more than half the teachers said they were involved in decision making.

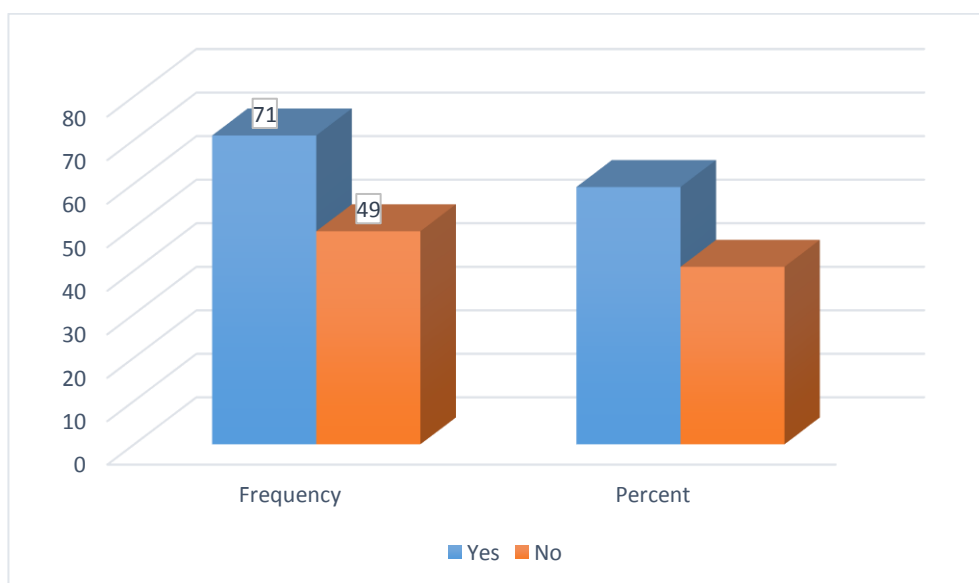


Figure 15 Participant's involvement in decision making *Source: Researchers' Field Work*

Of the sampled teachers, only 22 percent stated that were involved in the formulation of school curriculum while the majority, 78 percent, said they were not involved. Figure 16 below shows this information.

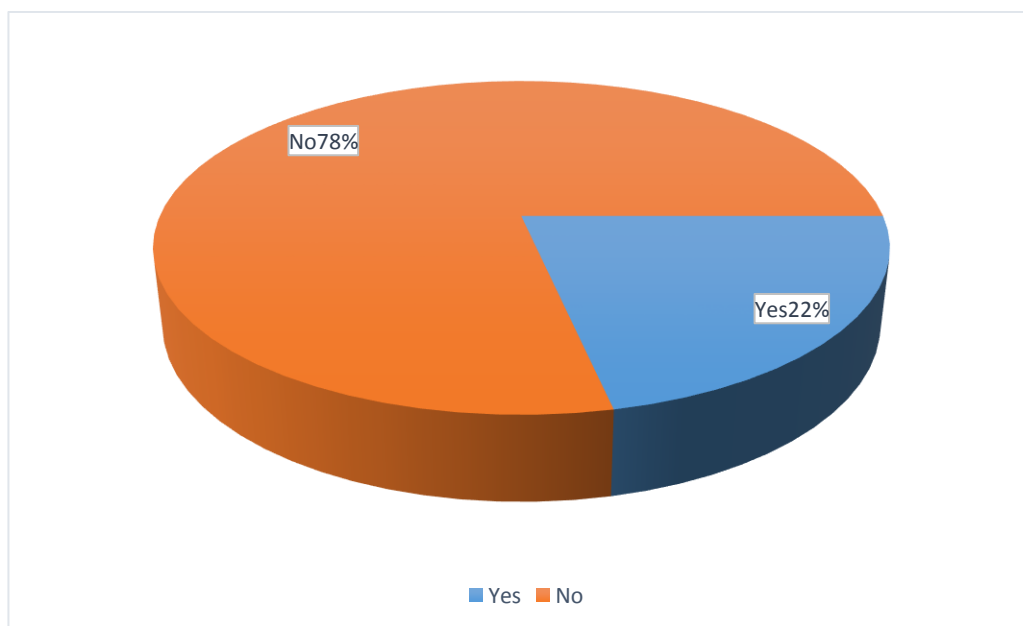


Figure 16 - Involvement in curriculum formulation Source: Researchers' Field Work

The findings revealed that when the teachers were asked who coordinated the school evaluations, fourteen said it was the CPD coordinators and sixteen indicated that it was the Deputy Head and HODs, 38 percent of the teachers said it was the deputy head or the head of their departments while 31 percent claimed it was the school administration (HODs, Deputy Head & the Head teacher). The figure 17 tabulates the distribution of these findings.

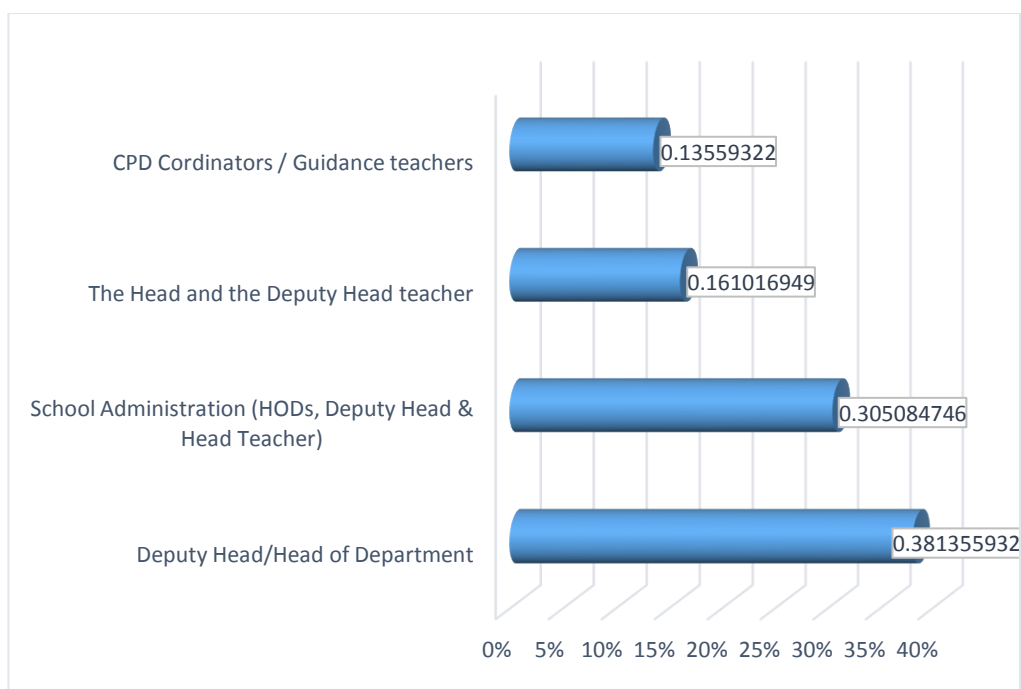


Figure 17 Evaluation by Coordinators Source: Researchers' Field Work

Just like responses from the administrators, the findings of the study revealed that most of the teachers indicated that they were involved in decision making from planning level that is preparation of schemes of work in departments to lesson plan preparation and finally teaching. Most of the teachers responded that they were also involved in decision making at some level, through departmental meetings, staff meetings and staff briefings. The teachers indicated that they ensured that evaluation of their own work took place in most of the cases, Heads of Department had to just check after they had evaluated themselves.

One teacher stated that:

We are involved mostly in academic issues to do with pupil performance. We discuss results in departments and staff meeting. So I feel we are involved.

Similar to the responses by the administrators in regard to the curriculum, the findings revealed that most of the teachers said they were not involved in decisions to do with the curriculum as it came from MoGE. They further stated that they had a say on how

to best to implement the curriculum meaning that to some extent they had a say through the subject associations meetings. The teachers said they were affiliated to subject associations and it was at these meetings where they discussed the curriculum in connection with the performance of the pupils for that year.

One teacher said that:

We have subject association for each subject in the country we meet once a year and it's at these workshops we discuss the curriculum and its effects. We make decisions on the curriculum based on pupil performance. I guess in this way we contribute to the decisions based on the curriculum.

The next findings are from responses from interviews with the pupils.

Pupils

In regard to decision making and planning process for the school, the findings revealed that most of the pupils said that they were involved through the Prefects Body, while a few of them felt that they were not involved at all. The pupils indicated that they were involved through the students' council and also through the school board, where the Head boy and Head girl represented them. Others indicated that they were involved in drawing dates for activities such as clubs. While others felt that they were involved when enforcing school rules on behalf of the administration, which helped the school to maintain discipline. They also felt that they were involved because they had a channel of communication through which they would air their grievances to Heads of Department or class teachers when the teachers were under-performing. One pupil responded that:

When they are having board meetings only the Head boy and the Head girl are called. So when they attend they represent us. We are involved in other activities like drawing programs for clubs and in assisting to maintain discipline.

The findings of the study on whether all the pupils were involved in school based self-evaluation revealed that most pupils responded in affirmative. A few felt there was no coordination between the administration and them.

One of the pupils stated that:

We are only involved in entertainment and debate not academic matters. There is no cooperation. The deputy head says put desks outside, the teacher comes and says put them back. They don't work together especially the deputy Head. For example if the teachers says something different from the administrators, the deputy will say you should listen to me. For example Thursday we were supposed to go for sports, the deputy said go for tests and sports teacher was surprised. There is no communication.

The next findings are from responses from interviews with the support staff.

Support staff

As to whether the support staff were involved in decision making process, the findings of the study revealed that most of the support staff said that they were involved, only a few of them said that they were not involved. Some of them stated that they were involved in financial committee meetings and in procurement meetings. One of the Assistant Accountants stated that: *'I am part of the procurement and finance committee and I am invited to all meetings'*. The support staff that were involved were only assistant the Accounting Officer and Procurement Officers. They indicated that other support staff were important in their roles or departments too, though they were involved it was not to a large extent.

The findings revealed that the support staff named the stakeholders who were involved in school based self-evaluation in most cases as the administrators who included the Head teacher, Deputy Head, Heads of Department, Board and PTA chairperson and only a few of the support staff depending on their department mentioned that they were involved.

4.6 Areas Evaluated

In this section areas that are normally evaluated when conducting school based self-evaluation are named. It was noted that the areas varied from school to school. The areas of evaluation that were found to be common in most schools were the teaching and learning areas. The rest of the areas that were said to be the evaluated, varied depending on who was being interviewed. The following are the responses from each group of the participants.

The research question was *what areas were evaluated during school based self-evaluation?*

Administrators

The study sought answers on the areas that the school administrators evaluated and the answers varied from administrator to administrator within the same school. Most of the administrators mentioned that, among others, teaching and learning was top on their list. Other answers ranged from infrastructure, punctuality, lesson planning, pupils performance, environment, schemes of work, records of work, examination results, registers, supervision, teaching aids, actual teaching, teaching files, all areas, school based policies, sanitation, payment of school fees, dress code, discipline, homework policy, subject areas, curriculum and co-curriculum activities.

One Deputy Head had this to say:

We evaluate lesson preparation, records of work and homework policy. Like for homework policy you are to give homework twice per week. There is a guideline from the Ministry of Education on the instruments to use, those are the ones we are using.

With regard to monitoring of the pupils' progress the findings revealed that answers varied from most of the administrators in the same school. The answers included; by

ensuring that the syllabus is covered, checking the schemes of work against the syllabus and checking the records of work against the schemes of work. Some of the administrators talked of checking the pupils' books randomly. Some of the Head teachers stated that they would ask for analysis from the departments after each end of year examinations. Assessments such as mid-term, monthly, end of term and mock exams were mentioned as ways of monitoring progress. Exercises given by the teachers also helped to check pupils' progress. It was revealed that during monitoring one was able to tell if the pupils were progressing. Pupils that failed to meet the set standards were deemed not to be progressing well. Apart from monitoring of the pupils, it came to light that the administrators also monitored teachers who they also evaluated through evaluating the lessons that they taught. This helped the administrators to analyse the quality of teaching and planning that took place and also the quality of work that was given to pupils. It was stated that report forms were also helpful in monitoring pupils' progress, as well as teachers' input. Meetings were mentioned as a monitoring tool as they also helped to bring out difficulties the pupils and teachers were having in their work. Some of the administrators indicated that they were using tracking sheets to track progress.

The next findings are from responses from interviews with the teachers.

Teachers

Figure 18 below shows the various areas that were named by the teachers as areas that were evaluated. Academic/classwork 30 percent of the teachers named it, teaching methodology/teacher performance 49 percent, teacher/pupil performance 15 percent and all areas 7 percent.

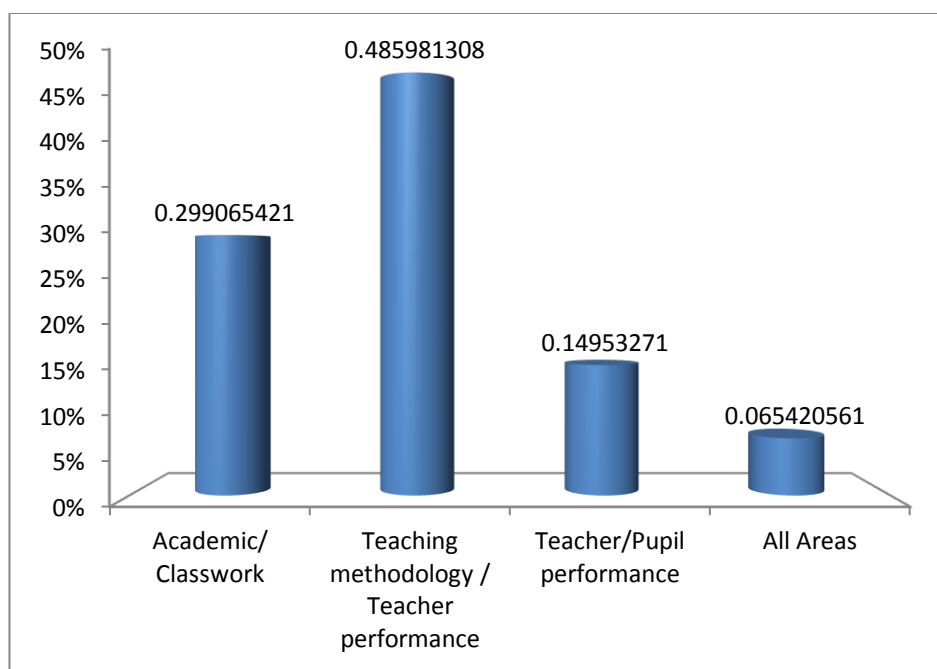


Figure 18 - Areas evaluated Source: Researchers' Field Work

78 percent of the sampled teachers affirmed that the schools had some form of in-house training for the teachers, while 22 percent claimed there wasn't any training available in their schools. The figure 19 shows this information.

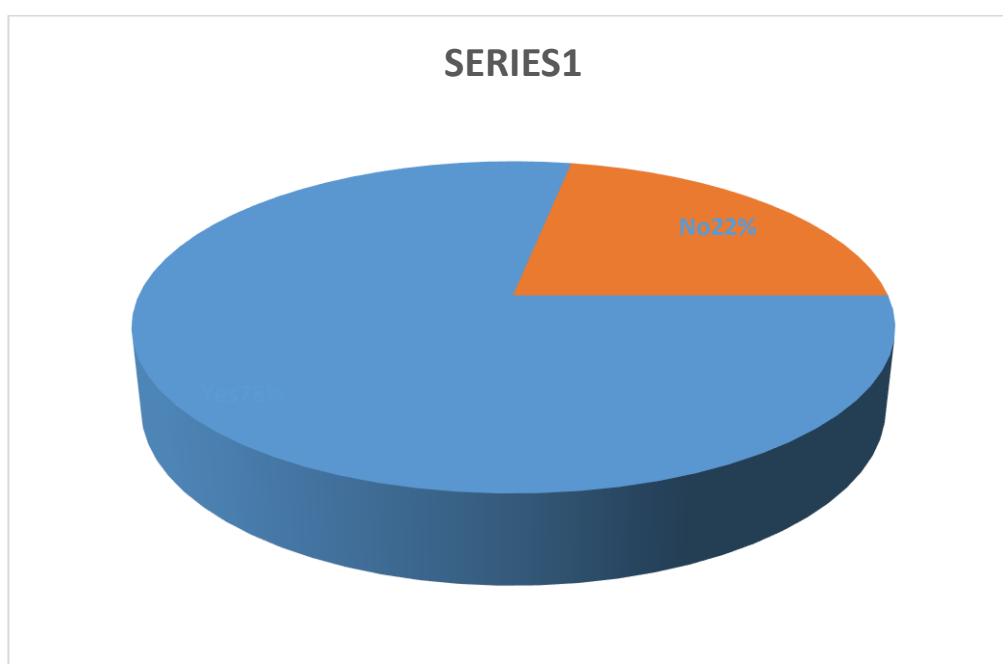


Figure 19 - Availability of forms of training for teachers Source: Researchers' Field

Work Figure 20 shows the areas named by the teachers that training was taking place.

It can be seen that 59 percent cited continuous professional development workshops as the most common form of training available to teachers while 22 percent cited cluster meetings and school workshops, 11 percent mentioned DODE, 4 percent mentioned evaluation and 3 percent formal academic training. Figure 20 shows that almost all the teachers were involved in some form of training.

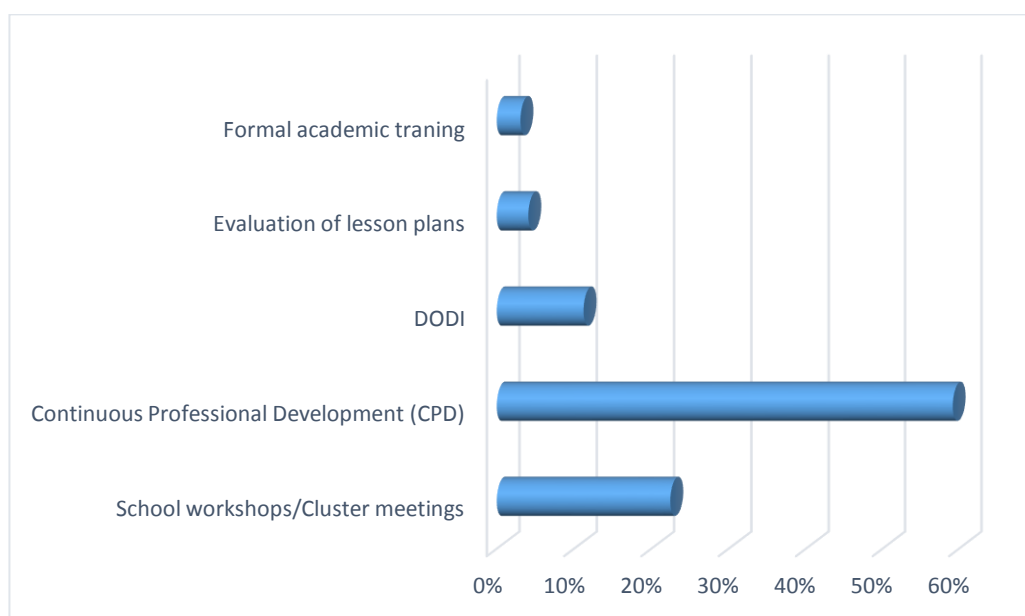


Figure 20 - Areas of training Source: Researchers' Field Work

The findings of the study revealed that the areas stated by the teachers as being normally evaluated included teacher performance, classroom cleanliness, lesson delivery methods and continuous assessment.

One teacher said that:

The area evaluated is usually academics, teachers evaluate each other in the department's performance, they also evaluate availability of money, each department is given money and then after the department has used the money, they retire it with receipts showing the amount of what has been bought and they have to show what they have bought. Each department is answerable to its involvement.

The findings revealed that from the responses of the teachers, teaching and learning was on top of the list, while the other areas such as accounts and stores just

complimented teaching and learning. The next findings are from responses from interviews with the pupils.

Pupils

The findings revealed that equally the pupils mentioned teaching and learning as a key area of evaluation. This was mentioned in terms of availability of teaching and learning materials, and that the administrators checked if teaching and learning was on-going, it was also revealed that the administrators also checked on the overall school performance, area of management, sanitation, teaching and learning, pupil teacher ratio and infrastructure, as well as on cleanliness of surroundings and classes. One of the pupils has this to say:

When the standards Officers go round they check our books. They check if teachers give us notes. That is the DEBS, ESO they come usually to the office of the Head, but we don't know what they come to do. They only checked our books once.

On the responses of the pupils as to which areas they were involved in evaluating, the findings revealed that most of the pupils indicated that it was in managing clubs, planning programmes for co-curricular activities and in the disciplinary committee. At the same time some of the pupils felt that they were supposed to be involved in academics. One pupil noted that:

Shortage of teachers and other support staff is an impediment to good and quality management as well as good school performance. Unfortunately, we are not involved to ensure that enough teachers were engaged to the school.

Another pupil further said that:

Infrastructure was an area ignored by most administrators, even if adequate or good infrastructure can bring about quality management, by making people work independently.

The next findings are from responses from interviews with the support staff.

Support staff

The findings of the study revealed that the support staff listed the areas they felt were evaluated as: Finance, Expenditure, Appraisal, review, procured items, Payments, Purchases, Financial reports, stores records, budget, pupil's payment, requisition forms, quotations, receipts, stationary, classrooms, furniture, quality, accountability, procurement procedures, deposits, cash book, suppliers' documents and no area was evaluated. One assistant accountant said that *'for me the Head asks for deposit books once in a while'*.

The fifth research question was what benchmarks were put in place to ensure that school self-evaluation was leading to ensure quality management?

4.7 Benchmarks

This section looked at what benchmarks have been set by schools in terms of areas they evaluated. The benchmarks are set to determine the extent of achievement of quality in all areas that makes the success of the school. To determine if any areas had benchmarks, a checklist was used. The section also looked at the availability of checklists in individual schools as a measure of achievement of the set benchmarks. Most of the participants were not sure if their schools had individual checklists. What most of the participants were sure about was that school based self-evaluation by schools was a pre-requisite by the Ministry of General Education. The findings of the study revealed that most of the schools had no written checklists for areas which were mentioned to have been monitored. Most of the participants pointed out to benchmarks that were mostly in academic areas, such as the set pass percentage mark.

The study revealed that most of the schools followed the Ministry of Education set academic benchmarks. Findings in a few schools revealed that the schools had set their

own benchmarks in academics and mostly it was above the Ministry of General Education set benchmark and that all of the pupils were expected to beat that for the school to achieve the best. Below are the responses from the different groups of participants.

Administrators

As for the existence of a form of checklist to ensure that all areas that were evaluated met the expected benchmarks, the findings revealed that most of the administrators answered in the affirmative. The findings revealed that most of the administrators referred to the set expected standards of academic performance by the Ministry of General Education as their checklist or benchmark. The study revealed that most of the administrators found in most of the school were simply speculating about the availability of a checklist in their schools.

One Head teacher stated that:

It is merely compliance and through results, when results are not good then you know you are not doing well. A checklist is not written down but as administrators we know the expectations from our teachers and the Ministry of Education.

A few of the administrators claimed that they had a checklist in the school and it was not presented for inspection when requested for.

One HOD said that:

We do have a checklist as we have time limit when we need to hand over the schemes and records of work to the deputy Head, which is fort nightly. The mid-term tests are written according to schedule and the end of term test. We are programmed and that is our checklist.

For forms of benchmarks, there were a variety of perceived benchmarks from the responses by the administrators. Most of the administrators admitted to having set

standards in academics, most of the schools had set the pass mark for the school to be higher than the standards mark from the Ministry of Education. One of the Heads of department responded that:

For instance the standard pass mark is 40 percent for a bare pass, but our school has put it at 50 percent for a bare pass. Whereas the first distinction is at 75 percent for the Ministry of Education our schools has made it 85 percent. We use higher marks to make the pupils strive for higher goals, awards for best performers are given to motivate pupils. Assessment tests, homework and exercises are used to help the pupils to meet the benchmark set up by school. Benchmarks are also helpful to make pupils work hard to compare their progress against the expected performance. Exposing their marks on the notice boards helps pupils to strive to achieve the benchmarks.

Another one added that:

Yes madam, we have benchmarks and it is on record, it is interesting to say that this was made from the administrative meeting and it was recommended to the staff meeting then it also sanctioned by teachers that we need 75 percent and above for distinction and really it worked. We set goals for example last year in January our target was said to be 75 percent and above and we went beyond 80 percent.

A few of the administrators felt that there were no benchmark that the schools had set, nature was taking its course. One stated that: *Ministry of Education has set standards so that is what schools follow.*

The next responses were from interviews with teachers.

Teachers

The findings on teachers' responses on benchmarks. 93 percent of the teachers interviewed affirmed that feedback was given to them after the respective evaluations. Only 7 percent of the sampled teachers claimed that there was no feedback given to them after the evaluation as can be seen in the figure 21 below.

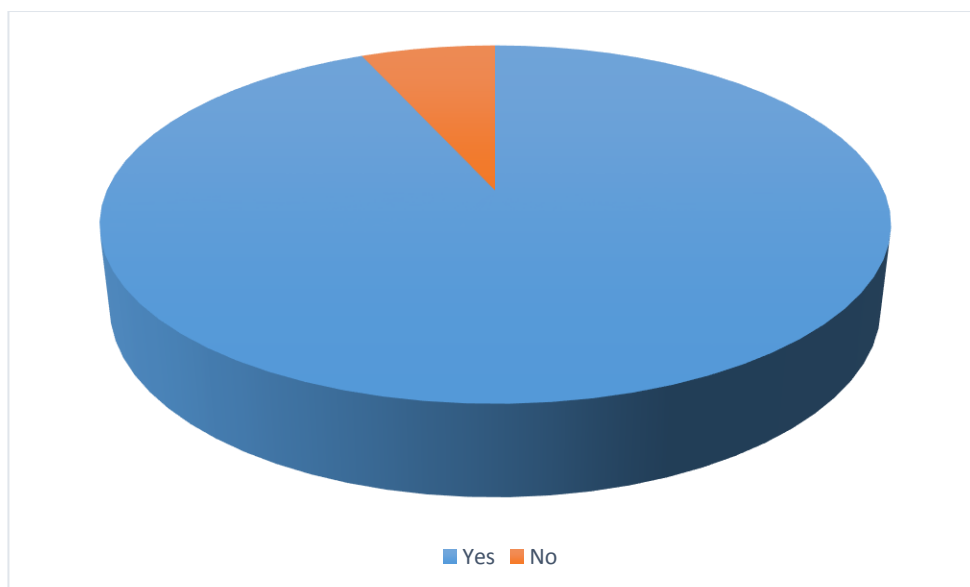


Figure 21 - Feedback after evaluation *Source: Researchers' Field Work*

Figure 22 shows the response from teachers' as whether their school had set benchmarks for teachers' performance. 84 percent of the teachers said yes they were benchmarks and 16 percent said no.

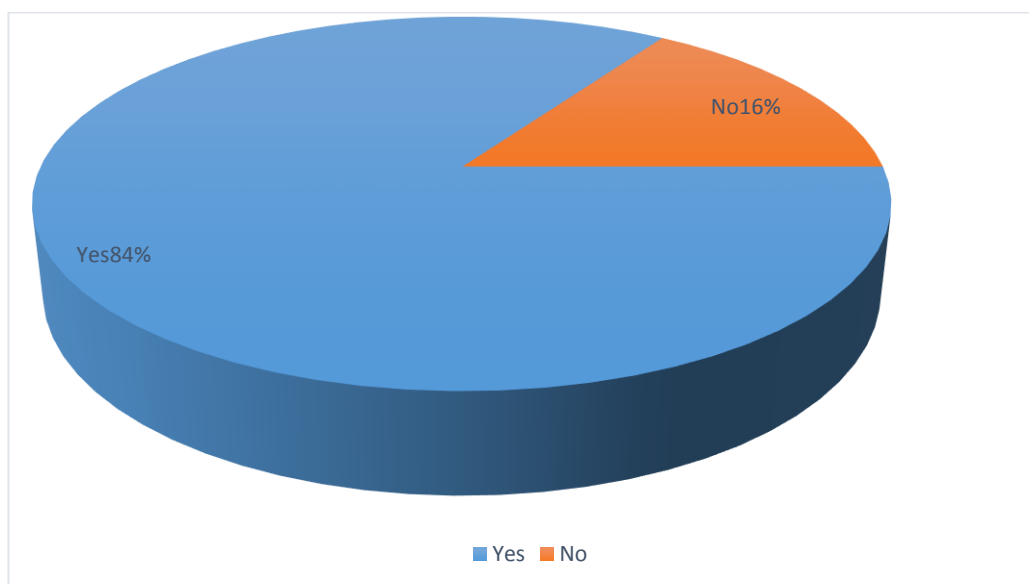


Figure 22 - Set benchmarks on teachers' performance *Source: Researchers' Field Work*

Figure 23 shows areas that teachers' responded as having benchmarks for their performance. Achieving a set of pass rate (60-100) –46 percent, preparation of

schemes of work/lesson plans- 26 percent, professionalism –23 percent and achieving effective learning - 5 percent.

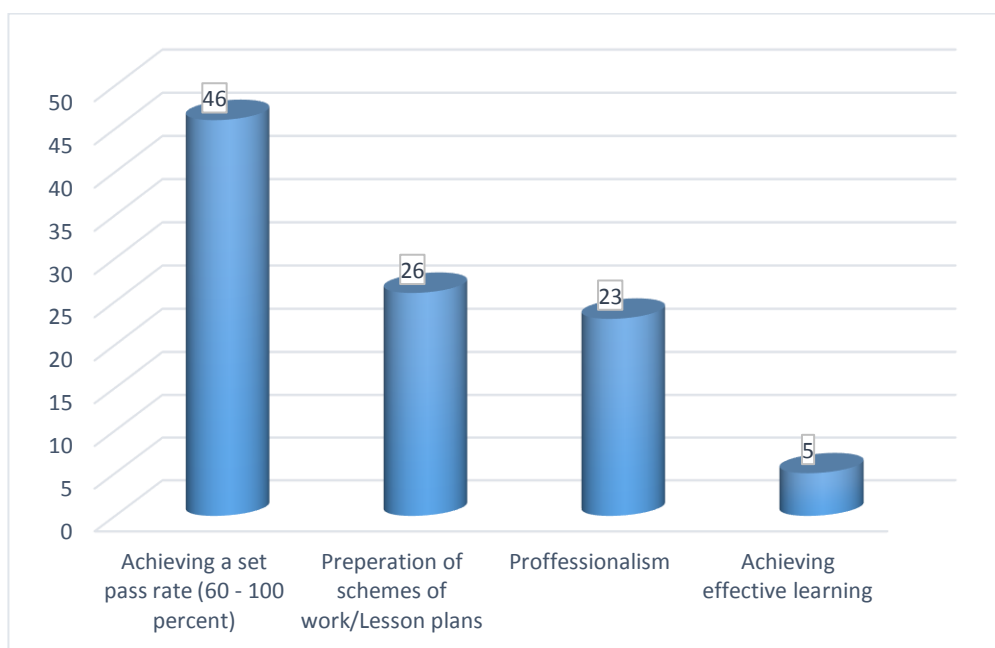


Figure 23 - Areas teachers set benchmarks for performance *Source: Researchers' Field Work*

Figure 24 shows the response by the teachers' as the areas that they considered as benchmarks for the pupils' performance. From the figure 24 below, it can be seen that 48 percent of the teachers expected pupils to achieve a high pass rate during the national exams, while 33 percent of the teachers expected hard work and commitment to academics from their pupils. 8 percent said academic advancement, giving awards to high achieving pupils by 5 percent of the teachers and 6 percent good behaviour and morals

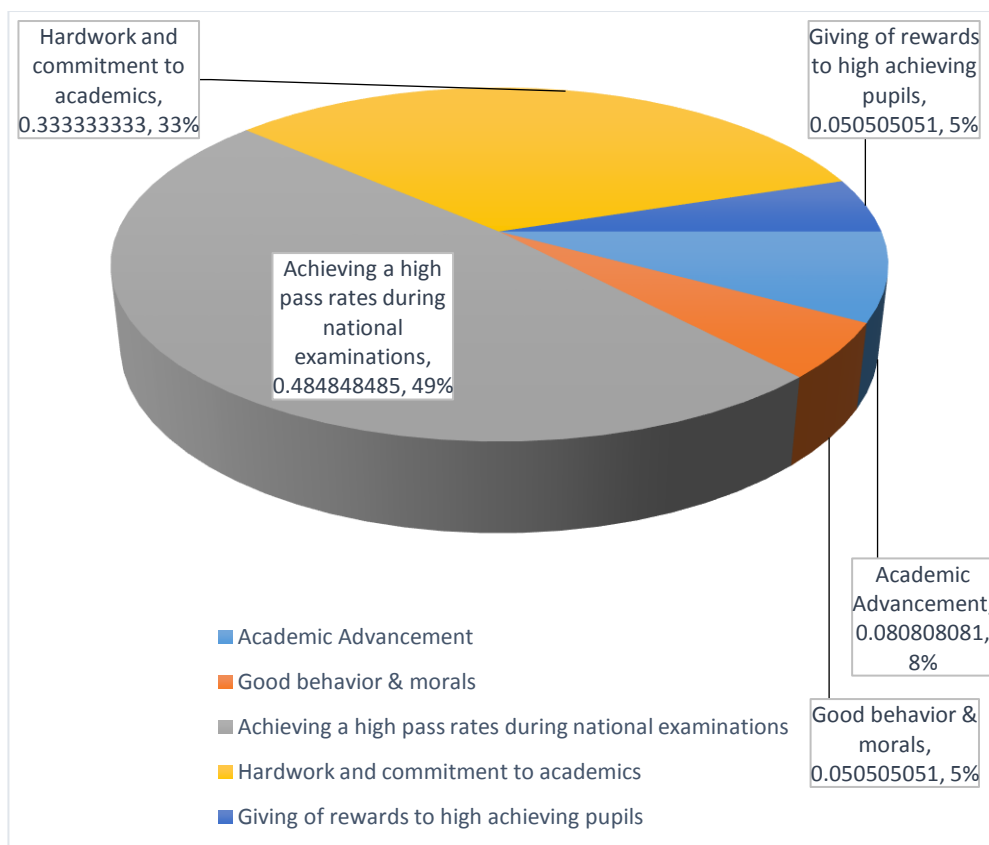


Figure 24 - Benchmarks set on pupils' performance Source: Researchers' Field Work

The findings on interviews on benchmarks revealed that all of the teachers responded that they had benchmarks in their schools and these were listed as adequate preparation of lesson plans by all teachers, production of good results in the examinations classes of grade 9 and grade 12, excellence in teaching, imparting necessary skills and knowledge to learners, good lesson delivery, evaluating pupil performance, preparation of schemes of work and teachers to get at least get 75 percent rate of pupils passing.

Equally most of the teachers said that there was a benchmark for pupils' achievement and that the standard pass mark of 40 percent and above was maintained. In some of the schools the pass mark was raised to 50 percent and the first distinction was raised

to 85 percent instead of the usual 75 percent. The teachers indicated that it was raised higher in order to make pupils strive harder to attain better results.

On further inquiry one teacher had this to say:

The teachers set benchmarks for instance, me as a class teacher the benchmark I set is to prepare before I enter class, other people apart from the teacher that set the benchmarks are the administrator through strategic plan, this is a situation where they will say the performance of the pupils should be up to this much level in terms of percentages. So teachers help out in terms of implementation.

Another teacher stated that:

The benchmarks that are there differ from teacher to teacher. For example, I as a class teacher must prepare a lesson plan before I go to class. If I fail to prepare before entering class I have failed to meet my benchmark as a teacher.

Another teacher responded that:

Goals we follow are such as work plans and these are made by teachers themselves as a benchmark of their preparedness. Also as a department you have to set a benchmark.

The findings of the study also revealed that only a few teachers said that they had no benchmarks set in their schools. The next responses were from interviews with pupils.

Pupils

As it was revealed in the interviews with the teachers and the administrators, pupils revealed that they had some form of set standards for the pupil performance, such as setting higher pass mark for the school. Most of the pupils indicated that the standard pass rates by the Ministry of General Education were followed, others said that the pass mark was raised to minimum of 50 percent for the school instead of the usual 40 percent and the distinction mark was raised to 85 percent from the usual 75 percent. However, a few of the pupils responded that they were not aware of any set standards. The pupils said that the lack of standards due to poor management. One pupil mentioned that:

They say when you get this and this you are home and dry. Each teacher gives us his own standard. There are no set standards for the School. Other teachers don't just care, there do not mention any standards to achieve.

The next responses were from interviews with support staff.

Support staff

Unlike the academic staff, most of the support staff indicated that there were no locally set benchmarks, all they followed were government laid down procedures.

One assistant remarked that:

'We have laid down financial guidelines by the Ministry of General Education and that is what we follow'.

4.8 Corrective measures taken

This section looked at what measures were taken to amend the areas that did not meet the benchmarks in order to attain quality management and what affirmative actions were being taken for areas to begin doing fine.

The corrective measures and affirmative action responses were in terms of pupils, teachers, teaching and learning process, financial and material resources including physical structures. The most common type of corrective measure that the participants talked about had to do with teachers and pupils. The responses from the different groups of participants follow.

Administrators

The findings of the study revealed that more than half of the administrators agreed that they were corrective measures for both the teachers and pupils. While others stated that different forms of measures were taken depending on the nature of the offense that

had happened, there were no hard rules for corrective measures. The study revealed that the most common type of corrective measure by the schools was talking to the teachers that were under-performing and CPDs was the most common corrective measure for teachers with teaching difficulties. One Head teacher stated that:

Normally we use APAs forms for teacher appraisal. This lies in the hands of the HODs. Once I monitor a teacher and I find that they are not performing well, I then inform the Deputy Head who will in turn hand the case to the HOD to follow the findings. If they are unfavorable, the HOD will have to follow it up with the teacher and see at what point they can intervene or see how they can rectify the problem using CPD.

A Deputy Head further said that;

We conduct CPDs to help teachers that have problems in certain topics. So when any difficult is noted in teaching of a certain topic, the HOD takes note so that the topic can be presented by the teacher who is good at teaching the topic, so that they teach those that are not doing well.

The findings of the study revealed that meetings such as staff meetings, staff briefings and departmental meetings, were viewed as corrective measures by administrators. During CPDs and meetings, all problematic areas related to teaching and learning were discussed and suggestions for improvement were made.

One HOD said that:

If a teacher was not doing well, the problem was thrown to the department first to see what they could do. We often encourage the staff to go to school for further training. For example, we had a teacher under mathematics department who was not doing well because he was for computers and not a trained teacher. We encouraged him to go for methodology training. After he went he is now performing well.

Findings of the study further revealed that the administrators also mentioned Annual Performance Appraisal System (APAS) as an evaluation which helped teachers that were not doing well. During APAs teachers were given a chance to bring out their weakness as well as find solutions to their weaknesses. The teachers were also made aware that APAs forms would be sent to the Ministry of General Education for

appraisal, so the teacher's knowledge that the APAS forms would be sent to the Ministry of General Education helped to make the teachers work harder.

Some of the administrators admitted that there were no deliberately set corrective measures, but they let nature of the job take its course. All of the teachers had to do was to meet the professional ethics.

One Deputy Head noted that:

For us to have corrective measures it means we have benchmarks, these might not necessarily be set by the school, and they are set benchmarks by the Ministry of General Education so these guide us to know when to apply the corrective measures.

On corrective measures with the pupils, the study revealed that most of the administrators cited holiday tuitions as corrective measures to help those who were lagging behind to catch up, remedial work was given, in some cases punishment was given. Some of the administrators indicated that the pupils were asked to repeat a grade for failing to perform well. It was revealed that allowing the pupils who failed to continue would spoil the general picture of results for the school at the end of the year examinations.

The findings from the administrators were that for affirmative action, rewards were said to be given to the teachers who beat the set benchmarks by having a good number of pupils passing beyond attaining good results at the end of the academic year. Only outstanding pupils in examination classes such as grades nine and twelve were rewarded, the study revealed. This served as a form of corrective measure to the underperforming pupils, as well as encourage them to strive harder to receive rewards in future. The next responses were from interviews with teachers.

Teachers

The findings revealed that 86 percent of the sampled teachers stated that corrective measures were taken in areas where they were not doing well and 14 percent said they did not. These results are depicted in the table 4.

Table 4 - Corrective measures taken in areas that are not doing well

Are there any corrective measures taken in areas that are not doing well		
	Frequency	percent
Yes	104	86.0
No	17	14.0
Total	121	100.0

Source: Researchers' Field Work

Figure 25 below shows the various activities listed as corrective measures for failure to meet the benchmark as through remedial activities- 32 percent, teacher evaluation and monitoring- 23 percent, CPD meetings-33 percent and improvements in teaching methodologies 12 percent.

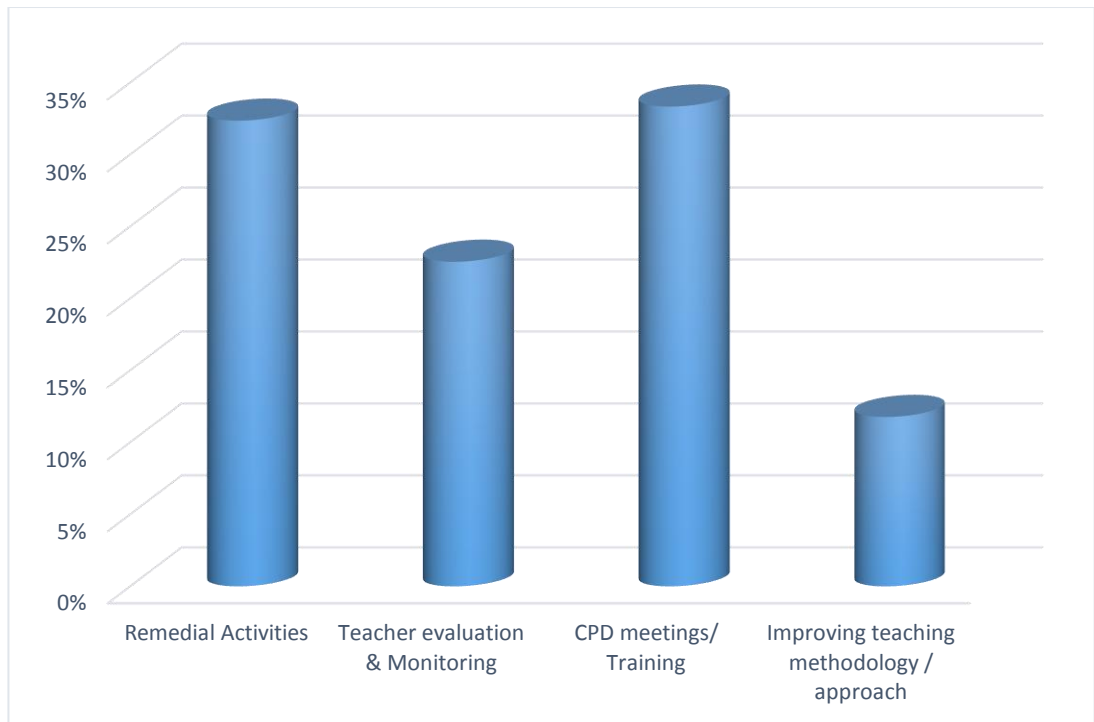


Figure 25 – Activities mentioned as corrective measures *Source: Researchers' Field Work*

Figure 26 below shows the responses from the teachers on whether their schools were implementing any affirmative action for areas that were doing well. 74 percent of the teachers said yes and 26 percent said their schools did not carry out any affirmative action.

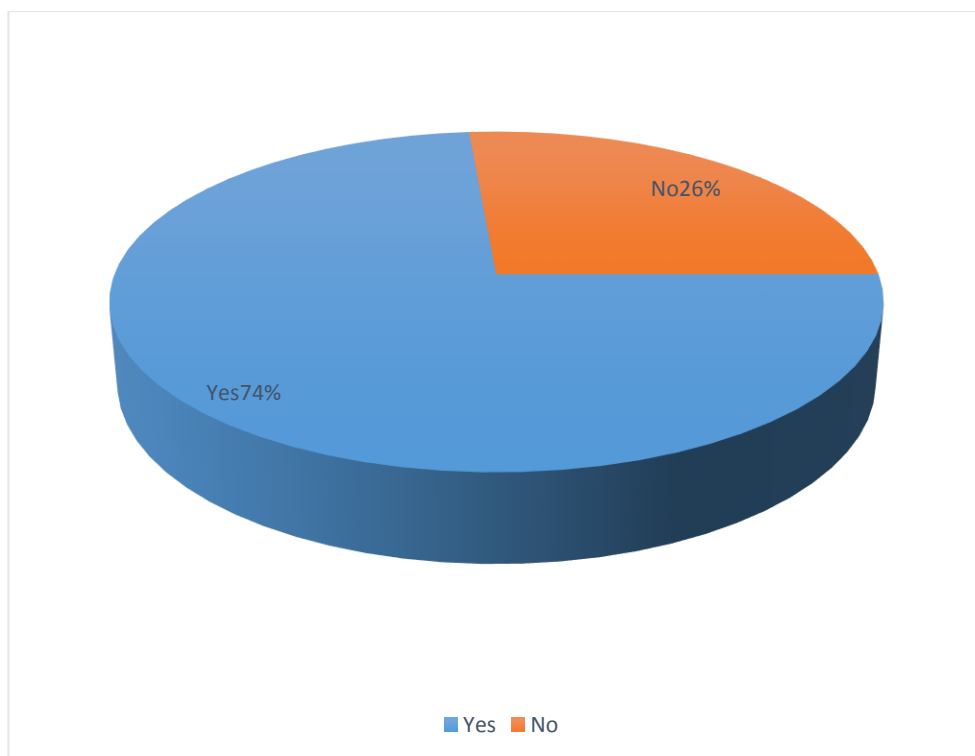


Figure 26 - Affirmative action for areas doing well Source: Researchers' Field Word

Figure 27 shows the responses by the teachers as to what kind of affirmative actions were taken on by their schools. These were named as monetary and non-monetary awards by 59 percent, motivating teacher/pupils by 4 percent, encouraging teachers/pupils by 10 percent, praising hardworking teachers/pupils by 13 percent and others by 14 percent of the teachers.

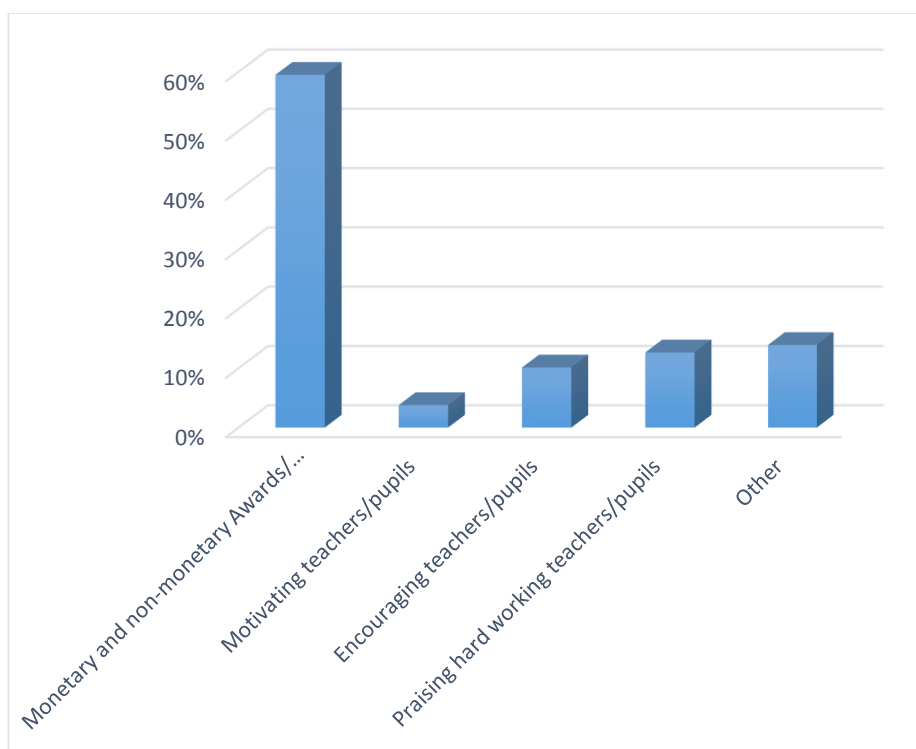


Figure 27 - Kind of affirmative action for areas doing fine Source: Researchers' Field Work

Similarly, the findings with interviews with the teachers also revealed that corrective measures were instituted for areas that did not meet the benchmarks as such as making the pupils repeat, remedial work and punishment. The study revealed that the biggest hurdle to remedial work was heavy teaching load by most of the teachers. Most of the teachers said that they spent their time either preparing to teach, marking books or teaching. Remedial work was a rare occurrence in most of the schools the interviews revealed. Remedial work was only there for the parents who were ready to pay teachers extra money for it. One of the teachers said that:

We are so under staffed in Mathematics that the Head of Department has to teach a full load leaving very little time for remedial teaching or evaluation of teachers.

Another teacher responded that:

It is difficult to do remedial work even when parents are ready to pay because the Head teacher won't allow that, as government regulation does not allow parents to pay for extra tuitions. So pupils lose out.

Some few teachers revealed that remedial work was mandatory in their institution.

One teacher said that they did remedial work remarked:

We do remedial work for example when you give a test and pupils have not performed well, you go back to the pupils to find out what went wrong and if it means re-teaching those topics you do so.

A few teachers responded that nothing was done for both best achievers and least achievers. Feedback purely based on performance was given, that was how the best and least achiever were identified among the teachers and pupils. The teachers equally affirmed that CPD was used as a corrective measure. Sometimes only advice was given to the teacher on how they could improve.

One teacher had this to say:

I think on that one it is straight forward in the sense that after being evaluated or after being monitored when the challenges or short comings are pointed out you realize the extent then that teacher will be asked to attend the CPD meetings in various department acquainting themselves with those topics that they are not competent in, therefore improving in their delivery the next time they are monitored.

Another teacher said that:

This depends on the number of monitoring which takes place with the teacher say maybe twelve times in a situation where maybe I am being monitored and they are more shortcomings in the delivery of my lessons, the person who is monitoring me, will sit me down and discuss with me then it will be upon his/her discretion to come and monitor me again to see if there is improvement, so they may come to see the improvements.

The next responses were from interviews with pupils.

Pupils

The finding of the study revealed that in a similar manner as teachers, pupils admitted that some forms of the corrective measures were given to the least achievers, such as encouraging the pupils to work hard, calling the parents to discuss the way forward, while in some cases the pupils were invited to join good performing groups.

Some of the pupils interviewed revealed that under-achievers were punished or made to repeat a particular grade. And some of the pupils said that nothing was done to the least achievers.

To this, one pupil remarked that:

Only one teacher punishes those who fail. Last week it was announced that they will be punishing all pupils that failed. But as always they announce and nothing happens. Parents are never called to discuss our performance, they are only called to come on open day, not to discuss the performance of their children but to collect the report forms for their children.

With regards the question as to what happened to good performers, the findings revealed that a number of the pupils responded that they were given awards and motivated to work harder. Another pupil stated that:

For me I got three awards for cleanliness and for doing well. The awards that were given to me are both academic and non-academic. This just happened once last year and we don't know if it will continue. But since the Head said that it, it will continue, then it will continue.

Some of the pupils said nothing was done apart from an occasional congratulations and a few said that these good performers were selected to represent their school in a quiz or academic activities against other schools. The next responses were from interviews with support staff.

Support staff

The findings revealed that there were some corrective measures given to the support staff that did not meet the benchmark. One support staff answered that:

We have reshuffles as some staff are moved to other departments, for instance if a teacher is doing accounts and they are not performing well, that teacher would be taken back to class and another one brought.

Another one further stated that:

The staff would be talked to and advised to improve. If the staff does not change then they would be disciplined.

It was revealed that no further in-house training was given by the administration to improve performance of the support staff. One of the support staff stated that:

Teachers who work in procurement need trainings on procurement procedures, I was just asked to assist without training.

Another support staff said that:

There is need to employ professional procurement staff and stop using us teachers as we don't understand much about procurement procedures. We are employed to teach.

Another one responded that:

The schools actually need human resource officers in schools to handle issues that end up in our offices and the human resource officers will know when there is need for training.

When asked if there was a way administration would assist them to improve their output. Most of the support staff agreed.

One said that: *my input should be acknowledged I should be praised in front of fellow staff members.*

An accounts assistant stated that:

There is need for GRZ policy to change, over the use of imprest this would make our work easier as long as the officer is accountable.

The study revealed that imprest was money given to accounts to purchase goods or services. Another accounts assistant stated that:

There is need to reduce the number of quotations required before buying something as this slows down business and some shops don't give quotations, procurement staff should just show proof of documentation and receipts.

4.9 Benefits of school based self-evaluation to Quality Management

In this section, the perceived benefits of school based self-evaluation to quality management were outlined. The responses on perceived benefits from school based

self-evaluation included the good results of activities that helped to improve the schools. Activities like CPD, lesson study, lesson plans, schemes and records of work, pupil assessment are all perceived to bring about quality in all areas of education. The perceived benefits were appreciated differently by different stakeholders. The following are responses from the different groups of participants.

Administrators

The findings of the study on the benefits of school based self-evaluation to quality management were outlined by most of the administrators. The activities such as CPD were cited as being very helpful as they provided in-house training for the teachers which made it easier for the administrators to manage the training of the teachers at a minimum cost. It was further explained that in-house training helped to deal with challenges faced by the teachers, this made it easier for the administrators to do away with most of the teaching problems. The administrators noted that CPD made the teachers give each other positive critique, which made the work of the administrator easier. The findings revealed that the administrators felt school based self-evaluation added to quality management as it involved everyone to account for their work, this left time for the administrators to concentrate on other demanding areas of the school which would lead to quality management.

One Head teacher had this to say; involving everyone to account for their work makes administration work easier, it gives time for us administrators to concentrate on other issues like policy implementation which would enhance the quality of our work.

The findings of the study revealed that though at times CPD was shunned by the veteran teachers as they felt fatigued over the work they have been doing over and

over, they felt that they did not have any more challenges, but CPD was useful to all.

Some of the Heads of Department had the following to share: One HOD said that:

Like from the teachers' view the CPD we had about two weeks ago, they said it was very beneficial. They said so because they are able to share with other teachers those topics of lessons they felt they could not deliver well as teachers.

Another HOD stated that:

During CPD it is not the only difficult topics that are discussed and methods, CPD helps in making teachers resourceful. Knowledge is shared. It also helps to expose teachers to new teaching approaches as well as to interpret the curriculum.

Another none responded that:

Actually I will give an example of this new curriculum for junior secondary social studies when it was implemented we faced a lot of challenges on how to coordinate because we had a situation where a class had different teachers for social studies teaching it as geography, civics and history and it was very difficult to coordinate, until when we sat and said we cannot continue doing this, it was important to make one teacher take the whole subject as social studies and it also has proved to be profitable this time around, than it was before during marking and entering reports. One would come mark his part and dump the papers and in the event that there was a delay in entering the marks on the report form who would you blame? It was every difficult, now that teachers have accepted that social studies should be handled as one, it has made marking and entering of marks much easier to handle.

The findings revealed that the administrators responded that CPD also helped in improved coordination, communication, teaching and learning. Most of all it was cost effective as training was conducted locally and resulted in improvement of performance within the confines of the school. One of the Deputy Head said that:

Yes, CPD contributes to improvement, if you don't evaluate at school level what will happen is that by the time you discover the mistakes it's too late. You can't wait for external evaluators to come and check your work all the time, they have too many schools to check.

A few of the administrators said that self-evaluation was seen as a waste of time by some of the teachers as after sometime all areas of doubts are covered, therefore being in such meetings was a sheer waste of time. Others indicated that the impact of self-evaluation were not really known. One Head had this to say:

I wished I knew school based self-evaluation was here, if only the Ministry of General Education would give guidance to all schools. It would definitely impact positively on the quality of management.

With regard to the positive impact on quality of management, almost all of the administrators said there was positive impact. School based self-evaluation also helped to improve coordination as the administrators' shared who they would evaluate. It made the teachers more responsive to their work as they would be able to do a critical self-analysis of their work. It was mostly helpful to compliment the work of external evaluators who were too busy to visit the schools. It helped the administrators correct all shortcomings noted along the way, which gave way to checks immediately.

One HOD remarked that:

Yes, madam, school based self-evaluation impacts positively on quality management, actually when we break it down, we always have rapport with our colleagues and tell them the importance of us always being up to date and that it will help us one day if the external monitors came today I believe that they are going to make a good report. Sure madam, because each and every teacher has a file and this file they don't buy on their own the school buys. Lesson plans that we make for them we duplicate and give them, schemes of work we give them and each fortnight we call for them to bring records of work and they bring, apart from that as I said earlier we go to each and every class to monitor and each and every teacher is evaluated and given a critic. So without self-evaluation we were not going to be doing as well as we are doing.

Some of the administrators felt that school based self-evaluation would improve management if it was effectively and uniformly administered. One Head stated that:

School based self-evaluation can impact positively if it is administered effectively. The expectations in every school differ. Some activities outweigh others. I wish the guidelines could be properly organized not limiting it to teaching and learning only.

In addition to school based self-evaluation some of the administrators added that the role of the external evaluators was still vital, in school based self-evaluation. This was to keep schools in check and not to slacken in their quest for quality management. One Deputy Head stated that:

School based self-evaluation is very good, but this must be complimented with evaluation from outside. If that does not happen internal evaluation will become so much routine that it will eventually die a natural death like what happened to AEIMS and other good programs.

School based self-evaluation was a useful programme if only it could be well managed were some of the sentiments of some of the administrators.

One Head stated that:

School based self-evaluation could add to quality management if properly implemented. So far they are no proper tools to handle the program effectively.

When the administrators were asked if there was any other way they could implement school based self-evaluation other than the recommended instrument by the Ministry of General Education, most administrators replied in affirmative. One head teacher had this to say:

I wished the Ministry could have invited us the stakeholders when they were developing the monitoring instrument as it does not adequately answer to the needs of the school.

The next responses were from interviews with teachers.

Teachers

A resounding majority, 97 percent of the teachers were of the view that school based self-evaluation brought about quality management as depicted in the figure 28 on page 178. Only 3 percent felt otherwise.

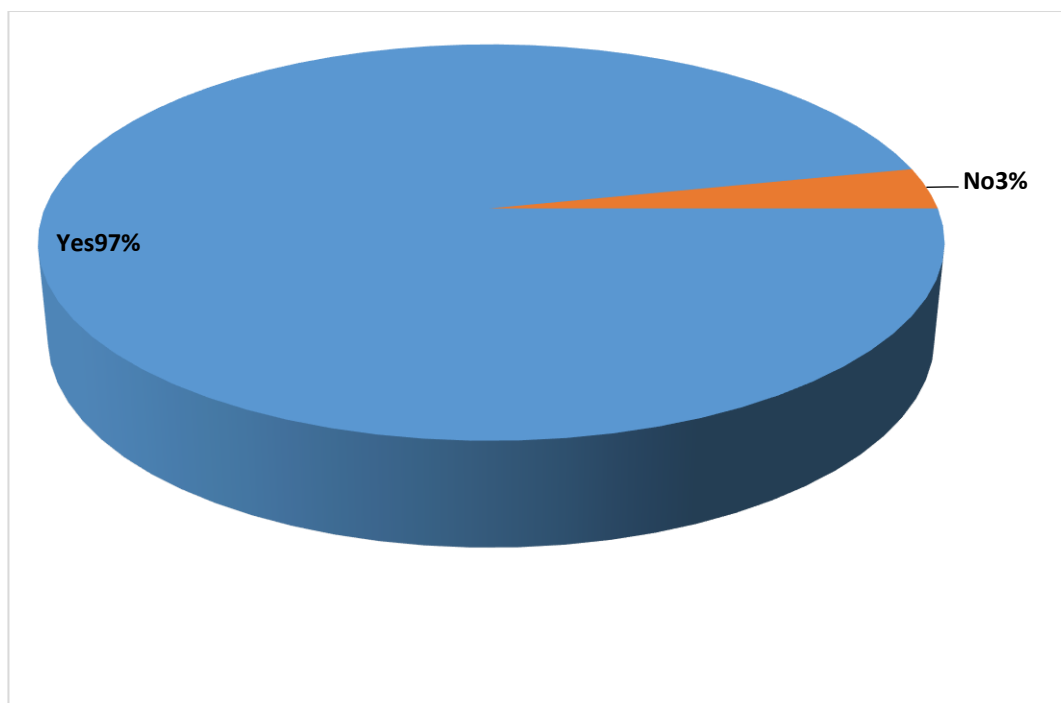


Figure 28 - Does School based self-evaluation bring about quality management?

Source: Researchers' Field Work

Figure 29 on page 179 shows the teachers responded on how school based self-evaluation would bring about quality management. Improved the quality of teaching through continuous feedback- - 23 percent, bring about quality management practices in the school – 37 percent and 17 percent for defines expectations and sets objectives for all stakeholders in the school.

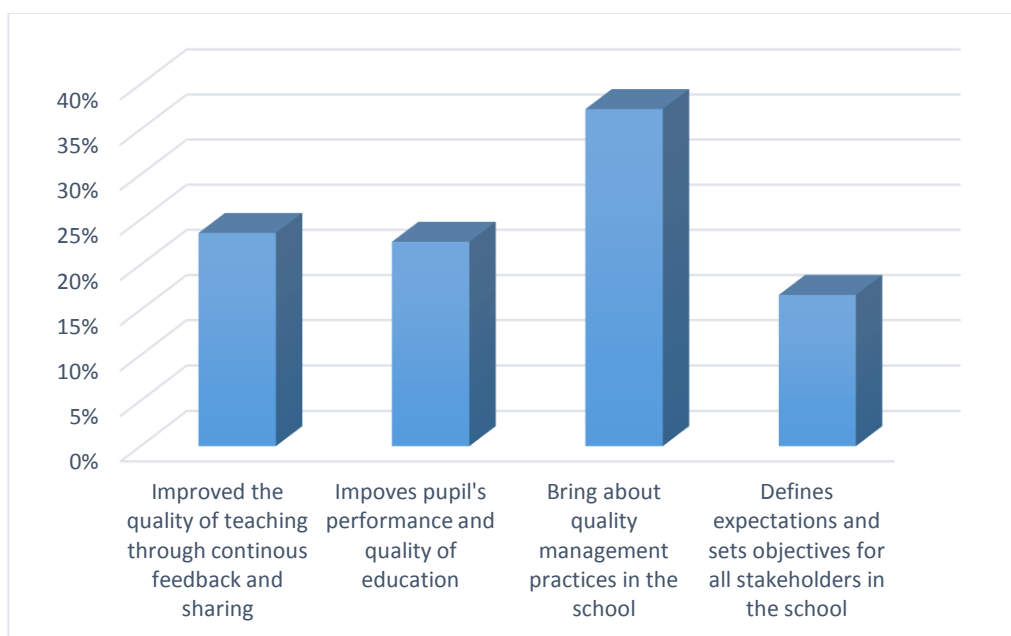


Figure 29 - How Does School based self-evaluation bring about quality management? *Source: Researchers' Field Work*

Figure 30 shows the reasons by percentage why the teachers responded that school based self-evaluation should continue being conducted in schools. The responses were that it improves pupils' performance by 10 percent of the teachers, improves teachers' performance by 31 percent, brings about quality education and hence enables high performance at school level by 36 percent and it improves school management by 22 percent of the teachers.

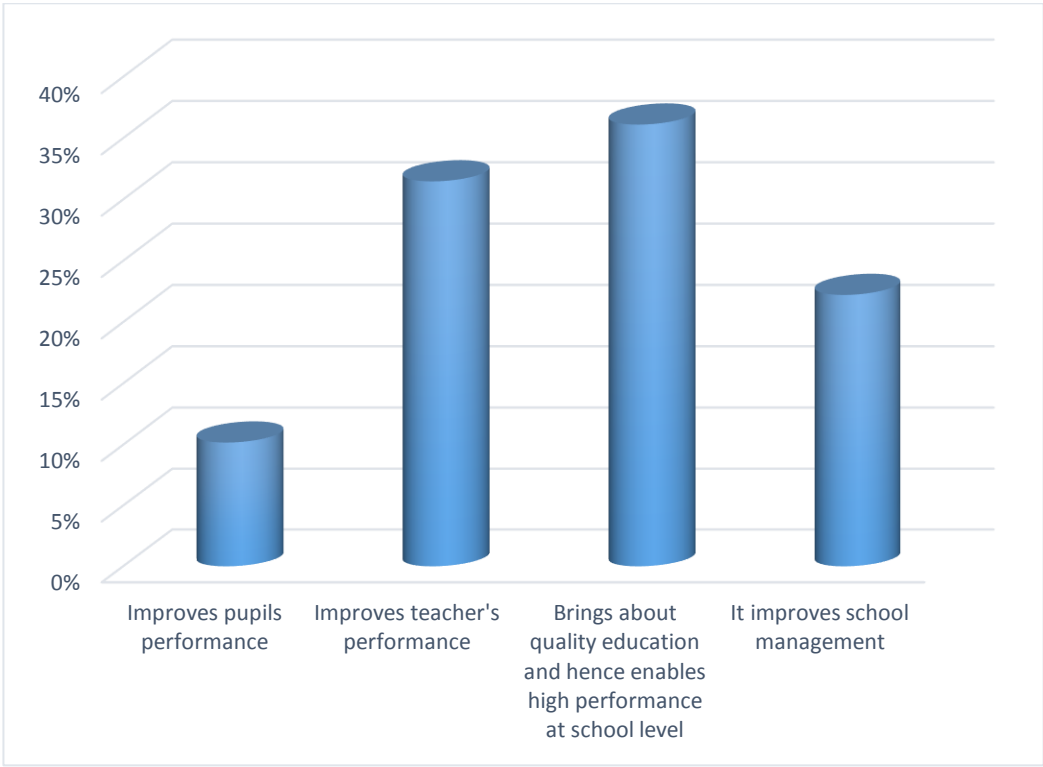


Figure 30 - Why Should School Based Self-Evaluation be conducted in Schools
Source: Researchers' Field Work

The findings from interviews revealed that the teachers also agreed that school based self- evaluation brought in a lot of benefits as the areas that were not doing well were discovered in time and helped management put in corrective measures. Similarly, activities like continuous staff development, lesson study in departments and cluster meetings between schools were creating improvements for teachers helping to lighten the work of management. One teacher stated that:

I don't know what other departments are doing, but us in Mathematics and Science we have timetabled lessons study like CPD. Teachers plan a lesson as a group, then one presents it, so that those who have difficulties can learn. It helps us a lot.

Another teacher added that:

CPD acts like a refresher course for those that are weak in teaching certain topics. It helps teachers work hand in hand with the administration as well as with pupils.

One teacher stated that:

CPD is very good because it helps you improve tactics you used longtime ago at University of Zambia. It revives you.

The findings of the study revealed that some of the teachers listed things that were beneficial as; it made administrators analyses examinations results, improved teachers participation in teaching and learning, effective teaching and learning process, effective communication and continuous development of teaching and learning. Lesson plans were evaluated making teachers' pay attention to their planning and periodical tests and assessment became consistent. The findings revealed that the teachers still valued the reports by the Standards Officers as they were useful to their work, while a few of them said that the external evaluators were not necessary as they did not receive any form of feedback from them. One teacher noted that:

When feedback is given immediately, then one knows where to improve. The reports by external evaluators are useful because they help us with what to do to improve. Though mostly when they write reports, there is no feedback and therefore we are unable to know what else they have said about the school.

The teachers stated that school based self-evaluation improved teacher pupil and performance. It helped the teachers to identify learners with learning difficulties. The administrators demanded for good results and the teachers were forced to pay attention to the slow learners to improve pupil performance and in doing so they managed to beat the set benchmarks which resulted in quality education.

The teachers also stated that it helped the teachers adapt best methods of teaching from CPDs and this improved the overall results of the pupils. The teachers became aware of their weakness' and learnt how to overcome them, monitoring was done within the school hence increasing the teacher-management relationship thereby reducing work for management to concentrate on other key issues bringing about quality management.

One teacher noted that:

School based self-evaluation brings about quality management because it leads to good performance for the learners. It helps with improvement in discipline to bring out 100 percent pass rate for pupils, without discipline there are no good results.

When the teachers were asked about what else they had to say about school based self-evaluation some answers given were that it brought about improved pupil/teacher performance, improved interaction between teachers and pupils, it brought about awareness of new development in education, and it improved standards in the school and brought about quality management. Only a few teachers felt that there was no recognizable follow-up on school based self-evaluation.

When the teachers were asked on what else they thought could be done on school based self-evaluation instruments, most teachers thought it was supposed to be redesigned in some places, the traits observable were not applicable to dialing teaching.

One teacher said that:

The monitoring tool must be more realistic, so that it brings out the best in us.

The next responses were from interviews with pupils.

Pupils

On what kinds of benefits were received from school based self-evaluation, the findings revealed that the pupils mentioned a number of benefits such as what the teachers were able to teach in place of the other, targets set in their subjects, teachers were able to stand in for each other. The Head, Deputy and Heads of Department were always inspecting classes to ensure that learning was going on. End of topic or term tests were given as part of assessment, which they said helped pupils to improve. The teachers sat from time to time to discuss results with the pupils and non-well performing pupils were punished. The teachers and pupils' attendance registers were monitored to ensure proper attendance was done regularly. Others felt that availability of teaching and learning materials was motivation enough for the teachers and the pupils. When asked as to whether school based self-evaluation had brought about quality management, most of the pupils agreed, while a few were not sure. Those who agreed stated that most of the pupils were doing fine due to constant checking that led to quality management resulting in good performance at national level.

One pupil stated that;

The good thing that has come out of quality management is due to continuous monitoring. For example, attendance registers have now been introduced where by pupil's tick if a teacher has come to teach. It is good because it checks teacher's attendance to class.

Some of the pupils felt that benefits from school based self-evaluation was a debatable issue due to lack of co-operation between the teachers and administrators. A few of the pupils said that there was no quality management despite the monitoring that was going on, due to conflict among administrators and teachers. The pupils felt that there was a lot of hypocrisy, pretense during observation time by teachers and administrators, which did not give the true picture. The freedom given to the pupils to

do what they wanted to do, did not indicate good management. Lack of commitment by the administrators to maintain discipline was a sign of poor management.

One pupil noted that:

Pupils have too much freedom, they do what they want to do and this is not discipline yet there are administrators and teachers all over and they just watch. Teachers pretend when they see the Head.

The next responses were from interviews with support staff.

Support staff

The responses from the findings on what the support staff thought school based self-evaluation contributed to the improvement of the school were that; there was better monitoring due to school based self-evaluation which helped to improve overall performance of the school, as the support staff especially Accounting Staff were key in the school's operations as they provided the link to all school requisites. Some of the support staff said that their ability to evaluate their performance added to quality management in the school. One assistant accountant stated that:

I am a link between administration and finances, all the set programs are achieved because I manage and make funds available, I am the driver of all school activities.

One procurement officer said that:

School needs procurement department to run smoothly and I ensure that school has all the requisites for smooth operation. This leads to quality management.

When asked as to whether other departments that were run by the support staff were contributing to the school improvement, the findings revealed that all the support staff agreed. They explained that different departments took care of different aspects of the school in different ways and therefore added to quality management. When the support staff were asked as to how management should contribute to enhance their

performance, the responses included; there was need for the administrators to educate teachers on Government financial procedures as most of the teachers thought that the accounting officers were difficulty when they released money according to regulations, that management was not supposed to interfere in their work. They needed constant monitoring, appraisals, in-house training, equipment, good office space, modern technology database and most of all incentives. Those that were teachers but performing duties of the support staff felt that their teaching loads were supposed to be reduced to accommodate the extra work.

On improved database one assistant accounting officer had this to say:

There is need for a data base (computers) to bring effectiveness to the running of the school accounts department. We have no computers.

The findings revealed that most of the support staff were teachers given to perform other duties. They, therefore, stated that they needed more training or workshops to help them understand what they were doing as well as maximum support from the administrators. Most of the support staff said that they also needed to be motivated, by paying them for the extra responsibility that they were doing but not trained for. One procurement officer stated that:

I am supposed to be paid for double work am doing (teaching and procurement), I also need to be given a job description and given a contract or have a written document as proof of my appointment as I usually get in trouble with auditors in the absence of a written document proving my appointment.

Another support staff stated that:

There must be a job separation to put accounts and procurement apart (am the same person doing both) constant release of funds from management should be encouraged, trust and confidence in the department should be there. I need to choose a procurement assistant in order to reduce my workload since am also a teacher full time.

The findings of the study revealed that the trained accounting officers felt the administrators needed a financial training for them to understand financial regulations

better in order to bring about quality management. Without the training, school based self-evaluation could remain a theme on paper.

4.10 Data obtained from observations

This section deals with observable traits which signifies the on-going of school based self-evaluation on ensuring quality management. The researcher used a checklist of indicators that school based self-evaluation was on-going in schools.

Posters

According to the researcher's observation, schools that seemed well managed were evident from the entrance, where posters were well labelled clearly directing visitors to where each place was in the school. Display of the school motto, vision and mission statements guided management on their expected achievements. However, in urban situated schools the researcher noted that the picture of management looked better as the labels were clear in a number of schools. On the contrary, the researcher found that most of the schools in the rural setting did not have clear posters directing one where to go to. About 40 percent of the schools did not have any guiding posters, neither were there any mission statements, vision and motto displayed clearly.

Punctuality

Furthermore, the researcher made observations on punctuality to all activities; the Head teachers in some schools in the outskirts of the city were mostly late or not at the station. The teachers went to their classes late and as result there was a lot of noise in a number of classes. There was little evidence of on-going monitoring in some of the schools where there was no Head, Deputy Head or HOD in sight for the first few minutes of the visit on the first day. In some of the schools, the researcher found it

difficult to find teachers to interview because most of them had reported late for work at the material time.

Attendance to Class

The findings of the study revealed that in most of the schools the teachers arrived late for their classes, especially after lunch. In a number of schools, especially in the rural setting, the pupils seemed to be loitering outside class and it was difficult to tell where there were supposed to be. On further probe the pupils indicated that they were waiting for class space or to swap sessions. The findings also showed that few of the schools that were sampled were well manned by members of staff.

Cleanliness

The researcher observed that most of the schools visited had clean surrounding. Of the schools that had clean surroundings, 40 percent of these schools had very dirty toilets for members of staff, 60 percent had fairly clean toilets.

Monitoring

The researcher noted that a few of the schools sampled had no Head or Deputy Head in sight nor was there a teacher insight. The pupils were monitoring other pupils with little success. However, the researcher observed that in most of the schools in urban areas, even in the absence of the Head teacher, the deputy or HODs there was order and there were teachers that were found at the station to assist.

Availability of sufficient infrastructure

The availability of office space determines how comfortable the administrators are towards performing their duties. However, a number of schools in the rural or peri

urban areas had inadequate space. The researcher observed that one office had more than dual use. For example, in some schools the Head's office operated as stores, accounts at the same, this meant the teachers and the pupils were continuously knocking to get requisites, while in another school, two Deputy Heads, one for primary and the other for secondary shared an office. The researcher noted that due to inadequate classrooms the pupils loitered around as they waited for their turn to learn. This was common in peri-urban and rural schools.

Document analysis

Availability of appropriate documents that guided in running the school were inspected. Documents that helped or proved that management conducted self-evaluation were key documents sought after by the researcher. These documents included staff meeting files, schemes and records of work registers, examination analysis, standards and guideline manual, Head teachers' manual, and other monitoring instruments in the school. Financial records as well as procurement records availability were important for a well-run school. The researcher noted that; most of the schools had staff meeting minutes, registers, schemes and records of work. The Examination analysis records were not readily available in most schools, but the participants claimed they had them somewhere in the school. The books of accounts were available in most schools. Procurement records were not readily available in some of the schools. Schools that had lapses in procurement records were those that were mostly run by the untrained staff, the teachers. Standards and guidelines for monitoring were available in most schools, while the Head teachers' manual was not available in most schools.

4.11 Summary of Chapter

The responses to the research questions in this study led to several findings that: most of the participants had an idea about self-evaluation and quality management were. Most of the participants were aware that school based self-evaluation was taking place in their schools. There was no local policy on school based self-evaluation in most schools. There was some form of monitoring done by stakeholders in most of the schools.

There was no consistency in the frequency of evaluation in most of the schools. In urban schools the external visitation was rare or non-existent as this was attributed to the number of schools in urban districts.

Most of the stakeholders were involved in decision making and planning in most schools. Teaching and learning were the key areas evaluated in all schools.

Most of the schools were operating on the government standard set of benchmarks pertaining to academics. There were some corrective measures taken in some of the schools for areas that were not able to meet the benchmark. There were perceived benefits in school based self- evaluation that made the work of the administrators' easier therefore achieving quality management.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Overview

The purpose of this study was to establish the implementation of school based self-evaluation for assured quality management in selected public secondary schools of Lusaka Province of Zambia in conformity with the Ministry of Education guidelines on self-monitoring (MOGE, 2015). This chapter discusses the findings of the study obtained through survey questionnaires, in-depth interviews, observations and document analysis. The documents analysed included policy documents such as standard and evaluation guidelines, educational and professional journals, books, conference speeches, and doctoral theses and master's dissertations as well as websites. The findings have been discussed in line with the objectives presented in chapter one.

1. Assess the awareness by stakeholders of school based self-evaluation in assuring quality management.
2. Establish if schools were conducting school based self-evaluation in assuring quality management.
3. Identify who was involvement in school based self-evaluation in assuring quality management.
4. Determine areas evaluated in school based self-evaluation in assuring quality management.
5. Establish the benchmarks that confirm that school based self-evaluation was leading to quality management.
6. To come up with a process model on how schools should implement SBSE in order to achieve quality management.

The findings are discussed in relation to the research objectives and also presented according to the groups of participants (administrators, teachers, pupils and support staff) as shown in chapter four.

5.1 Awareness of stakeholders

The first question was how aware were the stakeholders of school based self-evaluation in assuring quality management?

It is clear from the findings of this study that although most of the administrators said that they understood the meaning of SBSE well, most of them were more familiar with the term self-monitoring or assessment. They were able to define the term school based self-evaluation and one of the answers given was that ‘school based self-evaluation was the internal evaluation that is carried out by the school to monitor teachers as well as pupils in terms of academic performance’. This is in line with the Department of Education and Skills (2003) which defined school self-evaluation as a collaborative, inclusive, reflective process of internal school review. MacBeath, (2005a) stated that self-evaluation was a process of reflection on practice, made systematic and transparent, with the aim of improving pupil, professional and learning. The understanding of the term SBSE was important because it had an implication on the way the administrators would implement the process of SBSE.

Regarding what quality management was, the findings revealed that almost all administrators had a fair idea of what it was. One Deputy Head defined it as ‘quality Management means what tools you put in place to attain the quality that you intend to attain as management’. In line with this, Kelchner (2008) defined Total Quality Management as a system of continuous improvement that involved all workers in a business from upper management to production line workers. To further support this, Goldberg (2002), stated that quality management provided a connection between

outcomes and the process by which outcomes were achieved. Understanding the term quality management by the administrators was important as this would determine their attitude towards the process of SBSE. The right attitude would yield the desired results and in the case of this study SBSE was the process and assured quality management was the outcome.

Regarding the existence of a policy on SBSE from MoGE, the study revealed that the administrators were not sure if it was there. From the answers given, it was indicative that these answers were a perception of what the administrators thought SBSE policy from MoGE was. One Head teacher had this to say:

It is a system that the school puts in place to see if the system is yielding positive results and then put corrective measures.

The Ministry of General Education document on Standards and Evaluation guidelines (MESVTEE, 2015) gives the framework to all policies in the Ministry of General Education. The fact that no single administrator could name the document where the policy was, clearly showed that most administrators had not read through any of the documents availed to them by MoGE. This practice by administrators of not reading the documents is contrary to recommendations of MESVTEE (2015) which guides that in order to understand the governance of learning institutions, Education Boards should ensure that the following policy documents are available and are followed by school management, teachers and other members of staff. Some of the policy documents pertaining to self-evaluation and quality management are financial regulation, guidelines on conduct, Nation Education policy, Management and Administration of Examination in Zambia, Head teachers Manual, in-service training policy, Monitoring and evaluation guidelines, planning for school Excellence

Guidelines: Manual, Teaching Profession Act, Vision 2030, Tender and Procurement Act and the Zambia Education Curriculum 2013 (MESVTEE, 2015; 26). It further states that it is important that the documents are used to induct new teachers and other new members of staff in learning institutions or Education boards. The implication of administrators not reading these documents means they were not adhering to the recommendations of the documents and therefore implementation of SBSE was questionable. School self-evaluation would bring out the potential in leadership to redesign and improve the quality of support offered to schools, as well as recognition of the importance of equity and attention to using a broad set of evidence in policy making (OCED, 2013). This did not seem to be the case in most schools sampled in the study has revealed.

The findings of the study on the availability of a local policy on SBSE, revealed that there was no local policy in all schools. Most administrators attributed whatever they were doing to be the local policy. The lack of a local policy in these schools is contrary to MESVTEE (2015) guide which recommends that Education Boards/PTA/ACs/PCs must ensure that there is a local policy on learner assessment, which prescribes the frequency of assessment. Head Teachers were to ensure that this policy is implemented accordingly. The lack of a local policy meant that the administrators had no guidance or were not able to properly coordinate evaluation of the school with the teachers. The implication of lack of coordination was that SBSE process was being implemented in isolation by stakeholders, which meant the administrators were spending more time supervising all components in the school. This had resulted in poor implementation of SBSE by administrators as the process is not coordinated leading to failure to achieve quality management.

The data collected from questionnaires shown in figure 2 showed that thirty 36 percent of the teachers' defined school based self-evaluation well, while 64 percent of the teachers defined it partially correct in line with the aforementioned set of definitions in the findings. The knowledge of what school based self-evaluation was by most of the teachers was necessary as this knowledge gave them an idea of what was expected of them from the SBSE process. One teacher defined it as *school based self-evaluation is the internal evaluation that is carried out by the school to monitor teachers as well as pupils in terms of academic performance*. In line with this, DES (2003) defined school self-evaluation as a collaborative, inclusive, reflective process of internal school review. MacBeath (2005a), also defined self-evaluation as a process of reflection on practice, made systematic and transparent, with the aim of improving pupil, professional and learning. The importance of teachers knowing what the definition meant is that they would be able to put into practice the required amount of effort and therefore this would translate in the teachers fully supporting the SBSE process to yield positive results.

The fact that only twenty 24 percent of the teachers accurately defined quality management within the aforementioned standards and the majority, 64 percent defined it partially correct while 12 percent could not accurately define the concept of quality management revealed that the teachers did not actually know the actual definition but most of them just had a fair idea. To the contrary, the outcome of the focus group discussions showed that some teachers had a good idea of what quality management was. One of them had this to say:

“Quality Management is where you make sure you follow what has been tabulated and when that happens, the outcome will be good that is quality and if the outcome is bad that is not quality management”.

This is in line with Goldberg (2002), who stated that quality management provided a connection between outcomes and the process by which outcomes are achieved. Frazier (1997), furthermore, observed that if as many people realised that the cause of failures in education was a problem in design, quality management may be regarded as an ideal systemic process for managing change in public education. Therefore, the outcome of assured quality management could only be realised if the teachers understood what the term quality management meant as then the teachers would strive to realise quality during SBSE. The implication of the teachers understanding the definition of both SBSE and quality management meant that they were able to know the level of seriousness they were supposed to attach to the process. In this study, the teachers had a fair idea of their understanding of the process and outcome, full understanding would have been useful for intended outcome.

Despite 81.7 percent of the teachers answering in the affirmative when asked if they were aware of any policy on school based self-evaluation from the MOGE, the findings of the interviews revealed that most of the teachers were not aware that there was a policy by the Ministry of General Education on SBSE. They alluded to the monitoring that was happening locally as the local policy. The fact that teachers named CPD as the local policy, revealed that while they understood the role of SBSE in quality management, they actually did not understand that what they were implementing was a component of SBSE from MoGE which they claimed to be their local policy. The implication of teachers not understanding the difference between the local policy and the policy from MoGE was that they did not understand the seriousness that MoGE placed on SBSE. This gap in understanding the difference may be due to lack of effective communication by the administrators to the teachers. The study noted that there was an information gap in the implementation of SBSE.

84.7 percent of the teachers affirmed that there was a local policy in their schools, and only 15.3 percent negated this view. The study established that the policy from the Ministry is what the teachers thought was a local policy. This was a good sign in itself as having a local policy meant owning the process of SBSE by the teachers and this would make its implementation effective. This is well documented by the Department of Education and Skills 2012 which states that effective school self-evaluation provided the school with a mechanism to engage in open and transparent communication with the entire school community. This is in line with the conceptual framework which states that when communication is there, then there is effective school based self-evaluation. Furthermore, the Department of Education and Skills (2012) document states that effective school self-evaluation brings out school improvement when it involves Principals, Deputy Principals, teachers and boards working together in a climate of trust and respect, in consultation with parents and pupils. As was the case in this study, there was lack of collaboration in the responses among stakeholders (administrators, teachers, support staff and pupils) this was a result of ineffective communication, hence the teachers had no formal knowledge on existence SBSE policy in their schools. The study revealed that this lack of communication weakened the implementation of SBSE. In line with the theoretical framework on total quality management Lunenburg 2010 observed that effective communication and the elimination of "de-motivators", such as lack of involvement, poor information, the annual or merit rating, and supervisors who didn't care were critical. This meant that achievement gaps were to be removed for all population groups, a movement towards excellence and equity. Absence of proper communication and teamwork, meant effective school based self-evaluation could not be sustained.

The study established that there was no effective communication in most schools, hence making implementation of SBSE weak.

It was apparent that most of the pupils understood what was meant by school based self-evaluation by the description that they gave. One pupil stated that SBSE ‘was to know how things are going on, where you are and the challenges you face, how the school is running and assessing yourselves.’ In line with this Chapman and Sammons (2008), stated that self-evaluation was appreciative self-inquiry in the United States of America though ‘self-review’ was widely used, often synonymously with self-evaluation, where stakeholders were involved in reviewing their work critically. In line with Chapman and Sammons’ (2008) view, Rolheiser and Ross (2000: p.3) defined self-evaluation as “students judging the quality of their work, based on evidence and explicit criteria for the purpose of doing better work in the future”. In this study, pupils made out what SBSE was from the meaning of the term not that they were aware that it was taking place in their school. The implication of pupils not understanding or knowing if the process of SBSE was on-going, raises concern as to whether there was any effective SBSE on-going. In the Department of Education and Skills (2012) document it was observed that effective school self-evaluation provides the school with a mechanism to engage in open and transparent communication with the entire school community. So communication in most schools was not inclusive, therefore awareness by most pupils was not conclusive, this made the proper implementation of SBSE to be questionable

Regarding what quality management was, one of the pupils described it *‘quality management as the way the school was being run by management involving everyone including the prefects to help them to keep discipline.’* In line with this, Kelchner (2008) defined Total Quality Management as a system of continuous improvement that

involved all workers in a business from upper management to production line workers. This indicates that the pupils understood what quality management was. Despite the lack of effective communication in most schools, the study revealed that most pupils understood and were aware of what SBSE was as well as quality management, this was deduced probably due to the pupil's ability to explain the meaning of both terminologies, which even made the interviews easy to conduct. Despite pupils' ability to define the terminologies, this did not translate in the pupils being fully aware of the process of SBSE in their schools, as the rest of the answers seemed to be guesswork. The implication of the pupils not being formally aware of the existence of SBSE could translate into their half-hearted involvement in the process which resulted in not achieving the desired outcome of assured quality management, as the burden of running the whole school still hang heavily on the administrators alone.

Though the support staff were equally able to define what SBSE and quality management were, this did not culminate into knowing that SBSE existed in the schools. Most trained support staff regarded themselves as direction givers to their administrators whom they had considered knew nothing about their departments. In line with, training Kelchner (2008) recommended that the employee training includes instruction in problem solving techniques and the tools to evaluate a process and identify weaknesses such as statistical process control. In this case, the administrators needed specific training to be aware of what to look for in those departments. While the support staff considered themselves direction givers to the administrators, they felt that they worked in isolation from the administrators. It was observed that this was due to lack of communication to the support staff on the intended process and outcome for the school. While the outcome could be attributed to quality management, the input was not considered to involve all members of staff. The lack of awareness by most

support staff of any local policy on SBSE translated in weak implementation of SBSE, as the support staff did not appreciate how key their position was in the process. They were also not aware that the process could bring about assured quality management, as time spent in checking and worrying about abiding by regulations could have been well spent by administrators in other key areas. For effective SBSE process to take place, awareness would only be realised with proper communication to all stakeholders. In line with, this Oliver and Conole (2000) confirmed that evaluation can fulfil a variety of roles in the quality assurance process, including acting as part of the quality assessment process or as a structure for devising quality enhancement plans. In this study, there was a gap in communication on the on-going process of SBSE as it was strictly reserved for only the academic staff of the school.

5.2 Frequency of Evaluation

The second research question was how were the schools conducting school based self-evaluation in assuring quality management in selected secondary schools in Lusaka?

The fact that some administrators in rural areas responded that they were frequently visited by external evaluators, did not mean that the trend in urban areas was the same.

The study established that not all schools were visited regularly by external evaluators due to long distance and high cost of covering them, so schools needed to evaluate themselves if quality management was to be achieved. In line with lack of frequent visitation, MacBeath (2003) recommended that the need for schools to evaluate themselves was due to many reasons, in particular the high cost of external inspection systems and further stated that the direction of school and teacher evaluation in many education systems was undoubtedly towards internal, school based self-evaluation.

The study tried to bring out that schools could do their own formative evaluation without waiting for external evaluators to visit them. This is in line with Deming

(2000), who stated that it always costs more to fix a problem than to prevent one. Reliance on remediation can be avoided if proper intervention occurs during instruction. SBSE is a form of remediation that can be put in place for all schools if only it could be conducted effectively. It was clear in the study that SBSE was affected by heavy workload of administrators especially the head teacher. In line with this, Rudd and Davies (2000) stated that the impact of self-evaluation on teachers' workload was a more widespread concern. Similarly, Murray (2014) maintained that one core component to TQM was the principle of continuous improvement. Any continuous improvement effort had to begin with an accurate understanding of the process that had been identified for improvement. In this case schools were striving to achieve the best despite all the difficulties they faced, therefore SBSE was supposed to be a continuous process, despite the hurdles.

The administrators' response on the frequencies of evaluation in most schools varied. In line with this, Rudd and Davies, (2000) stated that the degree to which schools would have ownership over their self-evaluation activity varies considerably. What the study brought out was that though the MOGE had provided guidelines, schools needed to localise the frequency that worked for each school. Different frequencies were given in one school by different administrators for similar activities, which was a sign of lack of collaboration. To this effect, Lunenburg (2010) recommended that for schools, the purpose of the system was supposed to be clear and shared by all stakeholders – school board members, administrators, teachers, support staff, parents, community and students. The communication gap was established in the study. In line with this, McNamara (2008) noted there was need for a significant change in the focus of work away from once-off or snapshot external evaluation towards contributing to the development of cyclical processes of quality assurance within which systematic self-

evaluation is embedded by effective communication. What the study brought out was that SBSE was a once-off or snapshot evaluation made by administrators resulting in teachers' relaxing in their work after the initial evaluation. The gap in the implementation of SBSE was that most schools treated it as a once-off process.

In Figure 6 it was established that 81 percent of the teachers agreed that SBSE was conducted regularly. Figure 7 showed the grouping of the responses by activity and that only 4 percent did not think that SBSE took place. The implication of the responses in figure 6 and 7 is that 96 percent agreed that there was some form of SBSE activity. The response of figure 6 and 7 confirm the existence of the SBSE activities. This may be due to the fact that the process of SBSE was certainly taking place. However, the frequency of conducting SBSE was inconsistent in most schools. In line with this, Hofman, Dijkstra and Hofman (2005) stated that a system of school (self) evaluation could be understood from several positions depending on the school's goals, ranging from a restricted view that focused purely on the school's outcomes (output), to a broad perspective in which the school's input, internal processes at school and classroom level and performance were assessed (e.g. the range may include context, input, processes and output). However, what was evident was the involvement of administrators in evaluating teacher's frequency in teaching as shown in Table 2 that 96.7 percent teachers admitted that monitoring was taking place. In line with the conceptual framework, OCED (2005) stated that effective SBSE brought about collaboration by stakeholders, assessed as well as gave them the competence to use the skill of school based self-evaluation to evaluate objectively

The study established that there was lack of external evaluation in urban area schools. The system of external evaluation is key in any school, in line with this, Ryan, Gandha, and Ahn (2013) stated that the inspections are intended to evaluate the quality of self-

evaluation, including ensuring that the self-evaluation processes were implemented properly and effectively. In the UK the office of standards in Education (2009) acknowledged that the importance of relentless monitoring and evaluation for effective school based self-evaluation cannot be over-emphasised as a result of this strengthened school autonomy in the UK, the role of external evaluation has undergone significant change and achieving a much closer alignment between self-evaluation and external evaluation has become a key policy objective (OCED, 2009). What was recommended in Benefitsof (2016) was that carrying out regular job evaluations helped to identify workers who had capabilities beyond their present work duties. In this study the responses on the frequency of evaluation by both the school and external evaluators was not collaborated by the responses from interviews and questionnaires.

The implication of lack of collaboration in the frequency meant that some teachers were not monitored and this led to feeling of victimisation which lowered the morale of teachers. The study found that while SBSE was taking place, there was no collaboration on the frequency of monitoring of each teacher or activity by stakeholders, SBSE was more inclusive to all teachers only.

With regard to the frequency of evaluation by teachers and administrators, the response by pupils indicated that it was regular. In line with this, Chapman and Sammons (2013) recommended that school self-evaluation was to be conducted within a coherent framework and underpinned by a set of structures that supported systematic processes to a collect range of data from diverse sources and inform action to improve pupil and professional learning.

However, it was established that pupils were sometimes unable to tell the difference between external evaluators and school visitors. This signifies lack of communication. In line with communication, the conceptual framework states that where there was

effective school based self-evaluation communication was effective (DES, 2012). The implication of good communication meant that everyone would know whether the actual evaluation was in process or not, therefore this made it possible for pupils to evaluate their leaders effectively. The gap was again lack of effective communication to the pupils. In line with this, Checutti (2005) stated that a culture that promoted quality was painstakingly created by those schools: where the staff was fully committed and felt deeply responsible for the achievement of this vision; where a climate of collaboration and participation by all stakeholders permeates all initiatives, each and every one was determined to become an agent of change.

The study revealed that little or no evaluation was going on in other departments that were not in academic that is teaching and learning. To this effect, Conole (2004) recommended that monitoring was important as it allowed widespread innovation and improvements to quality, in marked contrast to the implicit and tacit expertise that frequently remains with the early adopters within communities. The impact of infrequent or lack of evaluation in the non-academic departments would result in serious lapses in these departments. In line with this, Checutti (2005) noted that quality after all was about, keeping to agreed aims and policies; meeting the needs of customers and continuously trying to improve.

5.3 Involvement of stakeholders

The third question was who was involved in school based self-evaluation in assuring quality management?

Even though the administrators responded that the teachers were involved in planning, decision-making, actual monitoring, teaching and learning, there was no mention of pupil and support staff involvement. In line with involvement of all stakeholders,

Deming (2000) asserted that the primary task of leadership was to narrow the amount of variation within the system, bringing everyone toward the goal of perfection. Engaging staff members, volunteers, and other stakeholders in the design and implementation of an evaluation would provide opportunities for skill building and learning (NOAA, 2000). In this study, teachers were effectively involved and in line with this Nevo (2002) suggested that the school and teacher autonomy and self-regulation and internal evaluation was the best way forward.

It is worth noting that the involvement of teachers that was established was through staff meetings, departmental meeting, CPDs and staff briefing. School based self-evaluation in this respect, has a professional development function, as it trains the teacher to improve in areas they are not competent in. In this study a platform for teachers to help improve the standards of the school was available through the meetings where minutes were evidently written. The implication of involving teachers was that the teachers now owned the process of SBSE and their involvement was wholesome resulting in quality output. In line with this MOESVTEE (2015) states that for effective planning the school should use a strategic plan, an annual work plan and budget with a clear schedule of activities. Key activities include:

- i. Head of department and staff meeting
- ii. General meeting with all teaching staff and management
- iii. Subject association/Continuin Professional
Development
- iv. Internal monitoring/supervision
- v. Head Teachers' meetings with deputy heads, heads of
department and senior teachers.

The responses from the questionnaires answered by teachers were as follows; Table 3 showed that only 56.9 percent of the teachers said they were involved in SBSE, while 43.1 percent said they were not. However, figure 8 showed responses by teachers on how everyone was involved in accounting for their part in SBSE by activity: 62 percent said by evaluation of pupils' academic progress through tests, and exams as well as pupils personal well-being. 23 percent involvement in teachers' performance, 12 percent in self-evaluation and 3 percent in all school activities. The contradiction in responses in table 3 and figure 8 may be due to the fact that the activities in figure 8 named by some teachers may not have been considered to be part of SBSE. In table 3 on page 143 a number of teachers stated that they were not involved in SBSE, but went ahead in figure 8 to state how everyone was involved. The gap the study has brought out again confirms that the conceptual framework which recommends communication for assured quality management needed to be revisited by schools.

Figure 9 showed that teachers who said that they evaluated their own work were 93 percent and those who did not were 7 percent. Figure 7, 8 and 9 all confirm that teachers were involved SBSE. This may be due to the fact that SBSE in terms of academic work was taking place.

Figure 10 showed that there were 78 percent of the teachers that said that pupils were involved in accounting for their performance and 22 percent said no. More than half the number of teachers agreed to pupil involvement.

Figure 11 showed that 77.7 percent teachers agreed that the policy involved everyone and 22.3 percent that did not agree. More than half of the teachers agreed to involvement of other people. Figure 10 and figure 11 may be an indication that the teachers that answered that pupils were involved in accounting for their performance

in figure 10 collaborated their responses in figure 11 by agreeing that all were involved. While the ones who did not agree in figure 10 did not also agree to the involvement of everyone in figure 11.

However, figure 12 showed some inconsistency to the responses by some teachers in figure 10 and 11 as in Figure 12, 100 percent of the teachers stated how pupils accounted for their performances. This may be due to the fact that some teacher was not sure of what the involvement in SBSE by pupils was, but were able to name activities pupils were involved in. This shows that if the conceptual framework was correctly applied effective communication would have resulted in collaborated responses.

Figure 13 accounts for teachers' responses to, if everyone was involved in SBSE. 66.4 percent said yes and 33.6 percent said no. On how everyone was involved in figure 14 showed that all teachers agreed that all stakeholders were involved in one way or the other. Even though figure 14 showed that everyone was involved by activities named, figure 13 did not indicate so. Responses in figure 14 is well supported by Hofman *et al.*(2004a) who stated that the internal function was the responsibility of the schools themselves; schools were supposed to determine, guarantee, and guard their quality and improve the teaching or learning process and their school performance.

Of the sampled teachers, figure 15 showed that 59.2 percent said they were involved in decision making while 40.8 percent of the teachers said they had no decision making powers in their respective schools. The above responses may be due to the extent the teachers wished to be involved, hence some indicating that they were not involved.

The findings above in figures 10 to 15 showed that in most schools, stakeholders were involved in most areas of decision making in the school, apart from the curriculum, over which school authorities had little control over as well. In line with this, Ryan, Gandha, and Ahn (2013) postulated that it would be critical to incorporate the views of a variety of key education stakeholders, including teachers as well as administrators. In this study, it was established that in most activities the involvement of pupils, and teachers was evident. However, the involvement of the support staff was not clearly outlined. The responses from most of the teachers affirmed that they were involved in the decision-making process. The implication of the teachers being part of the process of management decision making meant that they understood their role in SBSE. In line with this, McNamara (2008) postulated that to achieve this it required that schools and teachers become more autonomous, taking greater responsibility for budgets, planning, self-evaluation and professional development.

Figure 16 showed that only 22 percent were involved in the formulation of school curriculum while the majority, 78 percent, were not involved in the formulation of the school curriculum. The study established that the formulation of the curriculum was in the hands of the MOGE, so schools could only implement the given curriculum. Schools needed to be monitored on the implementation of the curriculum, apart from self-evaluation in line with this, De Grauwe (2008) recommended that the inspection team's recommendations and feedback were intended to help school personnel to be sure that they had appropriately diagnosed areas for improvement and take necessary actions. In this study, the evaluation would help monitor the implementation of the curriculum by ensuring schools had the best outcomes.

Figure 17 showed that all the teachers indicated that there was someone that coordinated SBSE in schools. The impact of involving teachers meant that they would

operate with confidence knowing what their role was and this would help the administrators achieve quality management by leaving them time to attend to other areas of concern in the school.

Though the pupils said that they were involved in the process of planning, decision making and activities, it was noted that their involvement was limited to mostly non-academic activities such as clubs and sports. The involvement of the pupils would be in line with Black and William (1998) who suggested that self-assessment was an essential component of formative assessment if it was to be used to improve student learning.

The impact of not involving pupils in academic matters, makes it difficult for the pupils to account for their performance, resulting in minimal academic improvement.

The support staff felt that they were not involved in the planning and decision-making. However, MOESVTEE (2015) names support staff as care taker, typist, accounts assistant, laboratory assistant, drivers, sanitary orderlies, office orderly and librarian. It was established that though the document does not mention the stores officers, this was revealed as one of the crucial areas that needed evaluation in the school. The implication of not involving key support staff such as procurement and accounts can compromise assured quality management in the sense that finances can be mismanaged by officers in these department through dubious procurement or fraudulent activities. The gap discovered there was lack of involvement of support staff such as stores and procurement in SBSE.

5.4 Areas evaluated

Research question four was which areas were evaluated in school based self-evaluation in assuring quality management?

With regard to which areas were evaluated during SBSE, the findings showed that all schools were monitoring teaching and learning with a few varying additional areas. This area of teaching and learning conforms to the standards and evaluation guide of 2015. Formative type of assessment was conducted during the term by almost all schools. In line with this, Elmore (2009) posited that if schools were being held accountable for improving teaching and student learning, policymakers at all levels of the educational system, regional and state levels as well as the national level, would also be expected to support the capacity required to produce improved teaching and learning. Formative assessment gives the teachers and learners immediate feedback on progress made by the learners on a given topic. As recommended in standards and guidelines, assessment may involve class activities, homework, regular tests, and summative tests given at the end of the unit, term school year or programme and to include mid-term tests, termly tests, monthly, common mock examinations, and final examinations (MESVTEE, 2015).

The policy on assessment stated that all schools were to apply the set standards in both formative and summative assessments (MESVTEE, 2015:72). The school based Assessment (SBA) schemes provided teachers with types of assessments. It was established that this was on-going in many schools. What was yet to be established was the quality of these assessments. The researcher noted that while the core function of schools was teaching and learning, the areas contributed to the overall quality outcome. The study established that the area of teaching and learning was monitored in all schools, but what varied were the components within teaching and learning that were being evaluated. Different schools had evaluated different components and the study revealed that it was this area that needed to be harmonised in order to address what comprised the key components of teaching and learning.

- Another area that featured prominently was the curriculum. The findings indicated that the decisions on the curriculum by stakeholders in schools were limited to implementation only because the curriculum was generated from MOGE headquarters. All schools followed the prescribed curriculum provided by the Ministry of General Education. The implication of this was that the choices of the curriculum by pupils were limited to what was available in a particular school. This hampered gifted pupils in performing well in areas of subjects they loved.

Notwithstanding the limitation of not being involved in formulating the curriculum, the findings indicated that this area was well evaluated as the teachers made schemes and records of work based on the syllabi, lesson plans, tests and examinations and remedial work based on the curriculum and this was in line with the MOGE which clearly stipulated what the curriculum components were (MESVTEE, 2015). In line with this, Noonan & Duncan (2005) stated that the role of the teacher in peer and self-assessment needed to be clear. Furthermore, Boston (2002) observed that if assessment for learning and formative assessment principles were to emphasise student-involvement in classroom assessment, teachers needed to be helped to acquire the skills to develop and use peer and self-assessment strategies with students. This was very clearly being implemented in most schools in Lusaka province.

It came to light that no administrators had received any form of formal training in the area of administration before taking up their positions or even after taking up office, which is in line with the findings of the World Bank (2008) report which stated that secondary school heads receive some leadership training but rarely before starting their jobs (World Bank, 2008). Research carried out in Sub-Sahara Africa shows that training was done at some point for serving Head teachers though not mandatory.

When the training did happen, it did not target quality management of schools (World Bank, 2008). This meant that school based self-evaluation could cover that training gap.

Compulsory management training for administrators is a need for any education system to thrive and in line with this, Popham (2010a, b) recommended that there must be training in the principles of the new management system. As noted in the report by the World Bank (2008) Sub Saharan African (SSA) governments were beginning to recognise the importance of school leadership, they may well revisit the selection criteria for school heads, the leadership training they received, and how they were evaluated in their jobs.

The fact that all these school administrators were not trained means the expectations of their jobs were not dealt with wholesomely. They could have been good teachers or performed very well and that was why they were given the responsibility that they have, but that does not translate to good leadership. SBSE can help support such leaders to assess themselves and provide good leadership when everyone is involved. In line with this, Rudd and Davies (2000) observed that for some head teachers, particularly those recently appointed, school based self-evaluation provided a means to learn about their school and to organise change. The view is also in line with Kelchner (2008) who agreed that implementing a Total Quality Management system in a company required extensive training of employees. The employee training included instruction in problem solving techniques and the tools to evaluate a process and identifying weaknesses such as statistical process control and brainstorming techniques. In a school, the training would perfect leadership qualities of an administrator. The gap that the study brought out was lack of training for administrators and that effective SBSE could help narrow it.

Figure 18 showed the various areas that were named by teachers as those that they evaluated and were academically inclined. The fact that teachers in each school named different areas meant that there was no collaboration among stakeholders in schools. The implication of different answers showed lack of communication which is contrary to the conceptual framework which talked about communication where there was effective SBSE. Lack of communication affects administrators to achieve quality management due to lack of proper coordination.

During interviews the teachers named the areas that were normally evaluated as teacher performance, curriculum, classroom cleanliness, lesson delivery methods and continuous assessment. In line with different areas that were named, Naoon and Duncan (2005) state that the reason for using self-assessment varied among teachers with a number of single responses reported (such as small assignments, conducting individual projects, creating learning opportunities, and monitoring homework). This is in line with the finding of Croxford *et al* (2009) that teachers believed that various forms of Quality Assessment and Evaluation(QAE)), such as self-evaluation, tracking pupils' progress and setting targets for themselves helped (endorsed as 'improving quality' by two thirds or more in each system). The findings in this study indicated that the teachers agreed with administrators over their responses that teaching and learning areas were being evaluated. This is an indication that teaching and learning were being evaluated.

The figure 19 showed that 78 percent of the sampled teachers affirmed that the schools had some form of internal training for teachers while 22 percent claimed that there wasn't any training available in their schools. Findings of the study indicated that some form of training for teachers took place in most schools.

Figure 20 showed the areas of training identified by the teachers was mostly Continuous Professional development workshops others cited cluster meetings and school workshops, DODE, 4 percent evaluation and academic training. Figure 20 shows that all teachers agreed that some form of training was happening which contradicts the 22 percent response of no training in figure 19. This may be due to the fact that some activities were not considered to be training by some teachers. The training of teachers was on-going in schools the study revealed. This is in line with Bonstingl (2001) who stated that Total Quality Management was, essentially, a win-win approach which worked to everyone's ultimate advantage. Furthermore, Murray (2014) also stated that Total Quality Management (TQM) was an approach that sought to improve quality performance which would meet or exceed customer expectations. Similarly, Schmoker (1992) stated that it was a manager's responsibility to continually train employees in the methods of TQM, involve them in management decisions, and listen to their suggestions for system changes, and work to implement these changes. The implication of continuous training was that schools were making mileage in terms of achieving quality education.

The implication of not evaluating the other areas of the school such co-curricular, resources and infrastructure was that quality outcome for management could not be achieved. In line with this, Rudd and Davies, (2000) recommended that schools could develop their own agenda for self-evaluation, enabling teachers to focus on aspects of the school that they identify as areas for improvement.

The answers from pupils were different from the ones given by the teachers and administrators, this may be due to the fact that the purpose of SBSE was not shared to the pupils. In line with sharing the purpose for SBSE, Luneburg (2010) stated that for schools, the purpose of the system must be clear and shared by all stakeholders –

school board members, administrators, teachers, support staff, parents, community and students. In the same line Checutti (2005) emphasised that a culture that promotes quality was painstakingly created by those schools: where the staff was fully committed and feels deeply responsible for the achievement of this vision; where a climate of collaboration and participation by all stakeholders permeates all initiatives, each and every one was determined to become an agent of change. This was not the case in most schools visited, there was no collaboration in the desired areas of work.

No support staff mentioned the areas that were mentioned by administration or teachers, an indication that SBSE areas were non-existent for support staff. This situation created a gap to quality management, in line with this Schmoker (1992) observed that since workers knew more about their jobs than management did, their input were vital to improving the system. Most schools did not train the support staff in-house, especially teachers who were requested to perform duties in departments outside teaching. Engaging staff members, volunteers, and other stakeholders in the design and implementation of an evaluation would provide opportunities for skill building and learning (NOAA, 2000). Unfortunately, the initiative of staff building for support staff was not incorporated to achieve quality by most schools.

The implication of exclusion of support staff during evaluation to areas where support staff operated was that quality management was not wholesome.

5.5 Benchmarks

The research question five was what benchmarks were in place to confirm that school based self-evaluation was leading to quality management?

The findings revealed that most schools had no locally set benchmarks apart from the guidelines from MOGE. In line with this, Croxford *et al* (2009) recommended that

this perspective stresses the development of ‘policy technologies’ of ‘soft’ governance that encourage people to self-manage and self-regulate through processes and systems like QAE that encourage constant self-monitoring and surveillance. The implication of having no benchmarks in schools was that schools did not strive to maintain a standard for quality delivery of education. Therefore, to achieve quality there must be a target and without a target quality management will have no focus and can therefore not achieve quality.

Figure 21 showed that 93 percent of the teachers interviewed affirmed that feedback was given to them after their respective evaluations. This may be indicative to the fact that most teachers were receiving feedback after being observed locally.

Figure 22 showed the response from teachers’ as whether their school had set expectation for teachers’ performance. Eighty four percent said yes and 16 percent said no. While the interviews indicated that there were certainly no set benchmarks the responses in the questionnaires showed to the contrary. It is clear that there was no collaboration among the stakeholders.

Figure 23 showed responses regarding areas that had benchmarks (Achieving a set of pass rate (60-100)-46 percent, preparation of schemes of work or lesson plans-26 percent, professionalism -23 percent and achieving effective learning- 5 percent). This figure showed the areas teachers perceived to have had benchmarks. The form of the benchmarks could not be explained by teachers adequately. This could mean the schools had no form of benchmarks.

Figure 24 showed that benchmarks were set for pupils were in academics which was the core business of any school. Figures 23 and 24 again showed that there were no specific areas where schools put their benchmarks. The responses in figures 23 and 24

showed a sign of lack of collaboration and communication. This is contrary to the conceptual framework which recommended that open, honest and robust self-evaluation requires good communication among all those with a stake in the school: the staff, governors, pupils, parents and the school's partners (Ofsted, 2006). According to McNamara (2008), while the school was undoubtedly the main locus of investigation when it came to self-evaluation, there was a recognition of the value of establishing networks of schools and indeed individual professionals who had an interest in augmenting their capacity to evaluate themselves. The implication of lack of communication in the set benchmarks was that teamwork was also lacking. For TQM to be achieved, teamwork is recommended and this was not the case in most schools.

From the responses gotten from the pupils it was clear that most schools did not have their own set benchmarks. This meant that despite the Administrators claiming that they had set benchmarks, the study revealed that this was not communicated to the pupils in most cases. Checutti (2005), recommended that a culture that promoted quality was painstakingly created by those schools; where the staff was fully committed and felt deeply responsible for the achievement of the vision; where a climate of collaboration and participation by all stakeholders permeated all initiatives, each and every one was determined to become an agent of change.

The findings revealed that most support staff indicated that there were no set benchmarks by the schools and all they did was to follow the government laid down procedures. Rudd and Davies (2000), recommended that schools can develop their own agenda for self-evaluation, enabling teachers to focus on aspects of the school that they identify as areas for improvement. Furthermore, the internal agenda set within schools can also help promote ownership among teachers of their self-evaluation

activity. The implication of lack of set benchmarks meant schools were divorced from their vision and motto which in most cases talked of achieving quality provision of service. In line with this, DES (2012) states that for leadership to be effective the vision and goals should be well known by the administrators of the school as these have a bearing on the entire evaluation process to achieve quality management.

5.6 Corrective measures for area/people that failed to meet the benchmark

As earlier discussed on the benchmarks, the evidence of their existence needed to be followed by corrective measures. It was apparent that most schools did have any form of reward or corrective measures for anyone who did or did not meet the perceived benchmark. The expected benchmark was in academics and it was the one set by MoGE.

CPD was found to be the commonly used corrective measure for teachers who failed to reach the teaching benchmark. In line with training, Rolheiser and Ross (2000) emphasised the importance of training and professional development for teachers to help them better understand and implement effective practices that are important elements of formative assessment. While meetings were viewed as corrective measures, no administrator referred to the disciplinary code provided by the government which states under section 21 Service commission Act, Cap 259 of the laws of Zambia that Category B-Sub-standard performance includes (a) (iv) Inefficiency: Failure to carry out a task promptly or to the required standard without reason cause and (v) Loafing: Passing time idly or failing to complete set tasks; and (vi) Negligent Failure: Failing without reasonable cause to complete set tasks is an offence. The disciplinary code outlines the nature of punishment for each offence.

The implication of the responses by the administrator was that there was no deliberate efforts to have a quality standard higher than the expectations by the MOGE.

Table 4 showed that 86 percent of the teachers stated that corrective measures were taken and 14 percent said there was none. The finding revealed that this could mean that most schools were implementing some form of corrective measures.

Figure 25 showed that the various activities were listed as through remedial activities-32 percent, teacher evaluation and monitoring-23 percent, CPD meetings-33 percent and improvements in teaching methodologies-12 percent. According to this figure, it was revealed that everyone agreed that there was some form of correctional measure contrary to the responses that were gotten during interviews. The corrective measures taken varied from school to school. In line with this, Rudd and Davies (2000) observed that the degree to which schools would have ownership over their self-evaluation activity varies considerably.

Figure 26 on page 170 depicted that the responses from teachers on whether their schools were implementing any affirmative action for areas that met the benchmark. Seventy four percent said the school was doing affirmative action and 26 percent said their schools did not do any affirmative action. These findings concurred with the answers during interviews where most participants said their schools were implementing some corrective measures. This may be due to the fact that schools did not consistently carry out affirmative action.

Figure 27 showed the responses given by teachers about what kind of affirmative actions was taken by their schools. These findings slightly contradicts with some answers in figure 26, where some teachers said there was no affirmative action taken. In figure 27 all responses accounted for some form of reward. Figures 25, 26, 27 and

Table 4 confirms that there was some kind of corrective measures or rewards given. The study established there was no consistence in gestures of rewarding in most schools. The implication of this was that if it was not reinforcing failure or good performance then the awarding was casually handled and this could negatively affect the people that were sometimes not acknowledged or to people who felt that offenders were be left scot –free.

The findings revealed that teachers had agreed CPD was done in all schools. In line with this, Bonstingl (2001) agreed that employee training included instruction in problem solving techniques and the tools to evaluate a process and identify weaknesses such as statistical process control and brainstorming techniques. The findings affirmed that meetings were a regular occurrence in most schools and used as remedial action. The implication of these responses was that there was an effort by management to achieve assured quality from their undertakings.

Findings showed that most pupils agreed with the teachers that there was some remedial work for poor performance, but just like in the case of teachers the answers were different. The findings also revealed that there was no consistence in the way of rewarding good or least performers. This may be due to lack of commitment to uphold quality performance of pupils and teachers by management.

Findings from the support staff revealed that not much was done by schools to reward the good performers. Poor performers were at times removed from the departments as some form of punishment, either transferred or taken back to teaching if they were teachers performing other duties. The fact that the support staff stated that there was a lot administrative to do meant that there was little or nothing being done. In line with

this, Checutti (2005) noted that quality after all was about, keeping to agreed aims and policies; meeting the needs of customers and continuously trying to improve.

5.7 Perceived benefits of school based self-evaluation to Quality Management

Figure 28 showed that a resounding majority of 97 percent of the teachers were of the view that school based self-evaluation brought about quality management. Figure 29 showed how school based self-evaluation would bring about quality management (It improved the quality of teaching through continuous feedback-24 percent, improve pupil's performance and quality of education-23 percent, brings about quality management practices in the school-37 percent and 17 percent for definite expectations and sets objectives for all stakeholders in the school). This is in line with Rollings-Carter (2010) who stated that self-assessment gave teachers the necessary information to choose activities that matched the different learning styles of their students. The implication of the responses in figure 28 and 29 was that in whatever perspective SBSE took, it brought about assured quality management. SBSE brought about quality management because all stakeholders would be involved in checking their work, this would help management spend less time on checking and would then transfer their time to other areas of the school, which needed attention. In this way, quality would be ensured as management would be able to pay particular attention to demanding areas knowing the stakeholders were doing the correct thing.

Figure 30 showed that 97 percent of the teachers agreed that SBSE should continue, while only 3 percent said no. The implication of the responses is that school based self-evaluation is known to bring about positive results in schools and its continuation

would lead to quality performance in schools. Figure 31 goes on to show the reasons by percentage why teachers felt that SBSE should continue being conducted in schools (It improves pupils' performance-10 percent, improves teachers' performance -31 percent, brings about quality education and hence enables high performance at school level-36 percent and it improves school management -22 percent). The implication of these responses is that SBSE will enable teachers to affirm good practice and make decisions about what they would like to improve or further develop (DES, 2012). The finding in this study revealed that most of the participants affirmed that SBSE brought about a lot of benefits to the schools.

When the evaluation is oriented towards the improvement of practice within schools, teachers are typically open to reveal their weaknesses, in the expectation that conveying that information would lead to more effective decisions on developmental needs and training (DES, 2012). It can further be explained that in-house training was able to deal with challenges faced by the teachers at a minimum cost. This meant that finances meant to train teachers elsewhere would be saved and used to add value in other parts of the school, for example on infrastructure. This would help management to plan better. It was noted that the impact of self-evaluation from the view of the Head teachers, senior staff and governors was that producing the Self Evaluation Form (SEF) was beneficial because it demanded a fresh look at the school's arrangements for self-evaluation (DfES, 2005). In line with this, Chapman and Sammons (2013) stated that school self-evaluation could be a fundamental force in achieving school improvement and what the implications were for self-evaluation as a means of leading school improvement. A school self-evaluation could lead to re-assess staffing structures and the responsibilities held by individuals following consultation where appropriate, and their training and development needs, in order to embed self-

evaluation into the day to day working life of the school (DES, 2016). SBSE is formative in nature so quality management would take place if management is able to correct things as they happened then wait until the end.

It was further established that a lot of improvement in the schools, especially on teaching and learning, was due to self- evaluation in the schools. In line with this, Rudd and Davies, (2000) affirmed that school self-evaluation could help bring about a change in the culture of a school, helping to formalise and to extend existing processes of evaluating teaching and learning and data analysis. It also improved coordination as the administrators' shared who they should evaluate. It was said that it helped stakeholders to do critical self-analysis. This enables them to affirm good practice and make decisions about what they would like to improve or further develop (DES, 2012).

School based self-evaluation would bring about real benefits, research has revealed that teachers in many other countries have shown that by reflecting on their practice regularly, they could improve the learning achieved by their pupils. In line with this, the Department of Education and Skills (2012) stated that this would happen when the main focus of school self-evaluation was on what happened in classrooms and not on paperwork. Rudd and Davies (2000) also observed that Teachers' professional development can benefit from a school's commitment to self-evaluation, particularly in an institution where staff are encouraged to share expertise with colleagues and to take up training opportunities. Official policy built on teacher professionalism will put students at the centre of evaluation and assessment (OCED, 2013). In line with this, the UK Office for standards in education (2006) noted that effective self-evaluation and effective performance management, supporting each other, could help schools to build capacity of staff. According to Scheerens, *et al* (2012), school inspection and school evaluation in general were likely to benefit from value added performance

measurements, School self-evaluation would allow schools to take up the initiative in improving the quality of education provided to its pupils (TechNet, 2012).

Once involved in self-evaluation, the pupils would reflect on their progress as learners and develop a sense of ownership and responsibility for their learning experience. Strong official focus on formative assessment and teachers' professional judgement would take place (OCED, 2013). SBSE enhances quality management as pupils are accounting for their performance making work for management easier. This is in line with Rudd and Davies (2000), who noted that there was evidence that self-evaluation had afforded some schools the opportunity to involve pupils and parents in the process. Kitsantas *et al* (2004) also suggested that high school students' improved performance results from a focus on process goals and produced higher levels of self-efficacy. This efficacy was for pupils and administrators. Grauwe and Naidoo (2004), also noted that evaluation is almost at the centre of all education quality improvement policies and strategies in all countries today. The benefits were attributed to administrators, teacher, pupils and support staff which make the management concentrate on policy and other areas that would bring about assured quality management.

Though the findings revealed that self-evaluation brought positive benefits, it was revealed that some participants still felt that the external evaluators were still needed, for checks and balances, if quality management was to be achieved. In line with this, Rudd and Davies (2000) stated that it came to light that the teachers would benefit from self-evaluation by having the support of a 'critical friend', who was external to the school or colleague from another school who could help teachers identify areas for development, meet the demands of a timetable for implementing and evaluating activities and could 'ask difficult questions'. Therefore, though SBSE has been highly recommended the importance of the role of the external evaluators cannot be over

emphasised as they are still key in offering checks and balances to make the outcome of assured quality management complete.

5.8 The sixth research question was what model is suitable on how schools should implement school based self-evaluation?

Despite Zambian schools having a recommended model of evaluation by the Ministry of General Education, most schools still face a lot of challenges in implementing School based self-evaluation to the expected standards. The study further revealed that stakeholders were not involved in formulating the instruments for evaluation and that some of the components that were being evaluated were those that they had no power over.

One teacher had this to say:

The monitoring instrument for teaching asks about furniture in a class where you as a teacher has no powers to buy.

The literature reviewed revealed that there was no single blue print that suited all schools. In UK, the Office of Standards in education (2006) recommends that schools can adopt the approach they wished, but needed to ensure that it gives them insight into the strengths and weaknesses of their work and helps them to identify what they need to do to improve. Each school has different needs to satisfy self-evaluation for assured quality management. Therefore, we have suggested a ten steps guide for school based self-evaluation that can help schools in Zambia develop a school based monitoring tool that will meet their particular needs in order to achieve assured quality management. Secondly, involving members in each department to develop an instrument on self-evaluation would help members to understand the objective of school based self-evaluation and this would give them ownership of School based self-evaluation process. In line with this, Voogt, (1995) and Van Petegem (2001) define

school self-evaluation as a procedure started by the school for gaining information on the design and goals of education in order to take policy decisions for maintaining and improving the quality of the school.

Thirdly the involvement of all stakeholders to develop the instrument for their departments will ensure that all key areas that lead to assured quality management are taken care of, as the members of each department are experts in what they do. In line with this, Hofman, Dijkstra and Hofman, (2005) state that a system of school (self) evaluation can be understood from several positions depending on the school's goals, ranging from a restricted view that focuses purely on the school's outcomes (output), to a broad perspective in which the school's input, internal processes at school and classroom level and performance are assessed (for example the range may include context, input, processes and output). Therefore, taking into consideration the education terrain of the Zambian schools from the research undertaken, we have suggested the following model for the Zambian schools.

PROPOSED PROCESS AND INSTRUMENT FOR SCHOOL BASED SELF-EVALUATION

Step 1: The administrators, together with all stakeholders must identify the key areas that need to be evaluated in order to achieve assured quality management of the school for example General administration, Departments by subjects offered, Accounts, Stores, Infrastructure, furniture in classrooms. The list of departments to be included in self-evaluation in order to achieve assured quality management will be drawn. In line with this, Sammons (2013) describes school self-evaluation as a process by which members of staff in a school reflect on their practice and identify areas for action to stimulate improvement in the areas of pupil and professional learning. Oliver and Conole (2000), further suggest that strategies for quality enhancement relied on the

identification of areas of potential improvement and the specification and implementation of plans to address these. Chapman and Sammons (2013), recommend that school self-evaluation is to be conducted within a coherent framework and underpinned by a set of structures that supports systematic processes to collect a range of data from diverse sources and inform action to improve pupil and professional learning.

Step 2: The members of the various departments or sections hold meetings to identify components in the areas within their departments which will need to be evaluated. Components such as how many times members should be observed, book ratio, records, planned activities, record keeping, frequency of monitoring, relevance of staff qualification, enrolment and so on. In line with this Hofman *et al* (2004a) recommend that the internal function is the responsibility of the schools themselves; schools are supposed to determine, guarantee, and guard their quality and improve the teaching or learning process and their school performance. Some components will be unique to some schools only, for example schools with boarding facilities would have additional areas like boarding and components such quality of food served, how its preparation is monitored and so on.

Step 3: The departments will come up with the criteria of evaluating the identified areas in the particular department. The department will apportion marks to each activity depending on how relevant it is to that particular department or section. The department will come up with a guided instrument to be used with total ratings out of one hundred for all activities in that department or section. In UK, the Office for standard education (2006) stated that the outcomes of school self-evaluation provide schools' leaders and managers with benchmarks against which they could check

whether or not their school was making a positive difference to the quality of education pupils received and the outcomes they achieve.

Step 4: Each department should pilot the criteria of areas to be evaluated by staff within the department and outside the department. The department should do a desk based critique of the components and criteria of the departmental instrument that has been developed.

Step 5: Each department should analyse and adjust according to the comments that they wish to note given by members within and outside the department on the instrument that has been developed. A refined instrument would be then produced and it could be piloted during that term. Department of Education and Skills (2016) recommends that schools would determine, affirm and consolidate the strengths they identified in the aspects of practice being evaluated.

Step 6: Once all have agreed to the effectiveness of the instrument, it can be implemented by each department.

Step 7: All departmental reports would be handed in at the end of the term to the Deputy Head or Coordinator of school based self-evaluation who would aggregate the ratings for each department. (a scale of rating per activity must be agreed by each department, but final rating will be out of 100 percent). An evaluation report would be prepared by the Deputy Head or the Coordinator of school based self-evaluation by adding the scores of that year's terms reports. The results would be categorised into unsatisfactory, satisfactory, good, very good, excellent. In line with this, Hofman, Dijkstra and Hofman, (2005) state that a system of school (self) evaluation can be understood from several positions depending on the school's goals, ranging from a restricted view that focuses purely on the school's outcomes (output), to a broad

perspective in which the school's input, internal processes at school and classroom level and performance are assessed (e.g. the range may include context, input, processes and output).

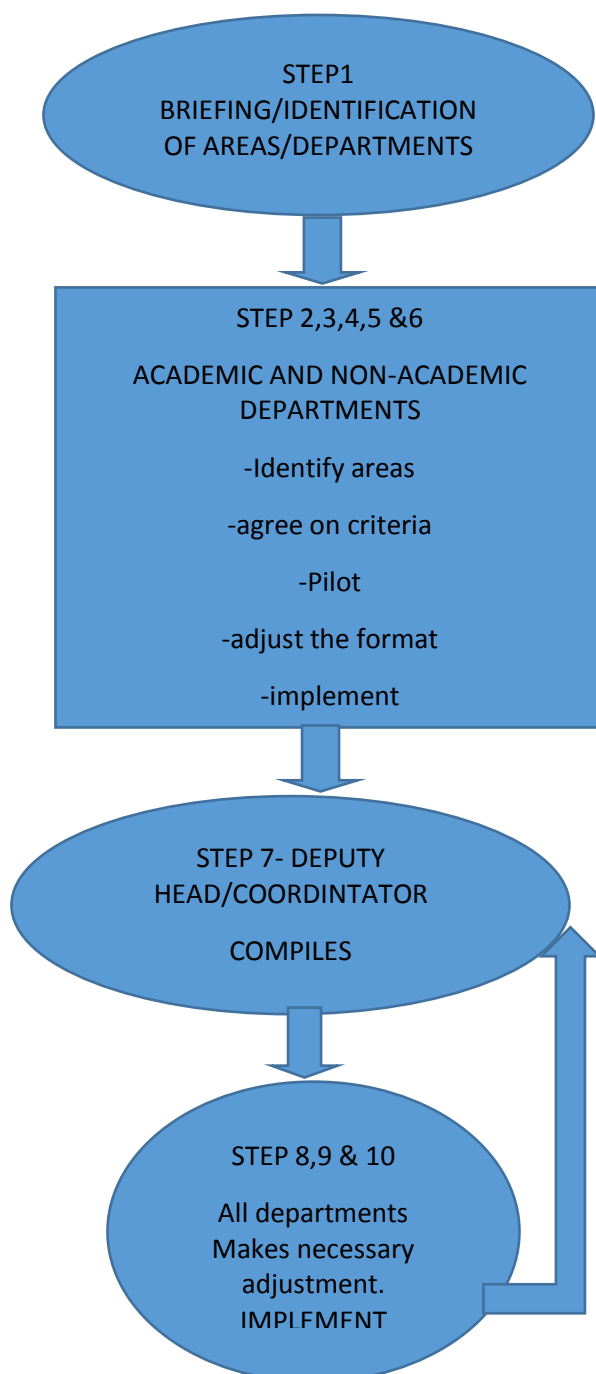
Step 8: The members of each department will analyse the evaluation report that is submitted in a meeting at the end of the term/year and discuss all grey areas of that term or year's evaluation report. They will ensure that the school keeps a record of their self-evaluation; plan for how they would improve the curriculum area or aspect of teaching and learning being evaluated; and share the findings of the evaluation and the improvement plans with the school community (DES, 2016).

Step 9: Departments implement the changes or adjustments recommended after evaluation. The Department of Education and Skills (2016) recommend that it is only when the actions in the improvement plan are implemented that the work of the school could improve.

Step 10: Evaluate and further refine the instrument for a process that will improve assured quality management objective. In line with this, Ladd (2012) adds that research on student outcomes associated with new quality improvement strategies would be crucial priorities for improvement, which built on strengths and rectify weaknesses, emerged from the findings of self-evaluation; they formed the basis of the school improvement plan.

Below is a suggested sample of an overall school based self-evaluation when reports from all departments are collected. This would be used to measure the overall performance of the school based self-evaluation process to ascertain if all areas performed well enough to achieve assured quality management.

SUMMARY OF PROCESS OF SCHOOL BASED SELF-EVALUATED



The reports are compiled and an aggregate found after which necessary adjustments should be made. The points are aggregated using the scale given below. The cycle is

on-going as school based self-evaluation is a continuous process that strives to achieve better. Some adjustments could come up due to changes in technology and approach. The final objective is to have quality outcome in all areas of managing the schools.

PROPOSED OVERALL SCHOOL BASED SELF EVALUATION INSTRUMENT

NAME OF SCHOOL: **TERM:** **DATE:**

NAME OF HEADTEACHER: **TS NO:**

COMPILED BY: **POSITION:**

S/N	DEPARTMENT	AREA EVALUATED	SCORE	PERCENT	COMMENT
1					
2					
3					
4					
	TOTAL SCORE				

SCORE: U=UNSATISFACTORY-1, S=SATISFACTORY-2, G-GOOD-3, VG=VERY GOOD-4.

E=EXCELLENT- 5 (EACH DEPARTMENT WOULD BE RATED OUT OF 100).

SCALE FOR EACH AREA IS OUT 100 percent

0-40 percent= PERFORMANCE BELOW EXPECTED= UNSATISFACTORY

41-50 percent= THERE IS NEED TO IMPROVE= SATISFACTORY

51-70 percent= PROMISING QUALITY MANAGEMENT= GOOD

71-90 percent= QUALITY MANAGEMENT=VERY GOOD

91-100 percent=ASSURED QUALITY MANAGEMENT= EXCELLENT

Schools can use the generic model developed by the MOGE. The model was developed based on the findings of the study and the MOGE generic model (2015).

5.9 Observation traits

This section deals with discussions on observable traits and document analysis which signifies the on-going school based self-evaluation on assured quality management.

Posters

A number of schools did not have clear posters directing one where they should go. The importance of labels and posters is that they reduce time for visitors visiting the schools and new comers to find their way without delay. Lack of clearly labelled posters and signs meant compromised school security. Display of school motto, vision and mission statements guides management on their expected achievements, acts as a reminder to all on the expectations from the school. In line with this, Winn and Green (1998) stated that developing a mission statement was not a trivial task; it required a real understanding of just why the organisation existed. The lack of clearly labelled posters of objectives would lead to a number of stakeholders not being aware of the motto, mission and vision of the school. The result of this is that people would not be aware of the objectives they were working towards.

Punctuality

In most schools, there was a serious lapse on punctuality. To achieve anything meaningful, time is of great essence, so the lack of achievement of some goals could be attribute to insufficient time due to late coming. According to Brett and McKay (2012), the habit of being punctual or prompt once formed extends to everything, strengthens and reveals your integrity, builds your self-confidence, assures you are at your best, builds and reveals your discipline. Assured quality was far-fetched realisation as so much time was lost in trickles due to stakeholders not being punctual.

Attendance to Class

On-spot check showed lack of monitoring in most schools as pupils loitered around without any sign of a supervisor in any form. Most teachers did not attend to class in good time. Being late, according to Brett and McKay (2012), is a form of stealing which disturbs the experiences of other people, hurts your professional career and takes a toll on your life. In this study, a lot of time was stolen from the learning time of pupils and this did not lead to quality results.

Cleanliness

Despite most schools having very clean surrounding, a number of them had dirty rooms like toilets etc. The lack of supervision on the proper cleaning of the surrounding, especially toilets meant that the learning environment was not conducive to some extent. The purposes of keeping a clean and tidy environment include health, beauty, absence of disgusting smells and to avoid the spread of dirt from one place to another (The importance of cleanliness and tidiness of a classroom, 2008). The dirty toilet showed lack of monitoring of the support staff. The implication of dirty areas like toilets could result in an outbreak of a disease which could not only disrupt learning but embarrass the school management. This could deter assured quality management which was inclusive of all areas.

Monitoring

Not only were there no administrators found in some schools, but teachers were also nowhere in sight, and pupils were found loitering around, it was after a serious inquiry that a teacher was found to answer to the inquiries, this was again contrary to the assertion in the interviews that there was monitoring. An effective classroom management plan is the key to becoming an effective teacher, as well as making sure that there is learning going on in the classroom. (Wong, Rogers, & Brooks, 2012).

However, the researcher observed that in a few schools in urban areas, even in the absence of the administrators, there was order and the people that were found at the station were willing to assist as they seemed to be sure of what they were doing. Monitoring plays a pivotal role in determining sustainable abstraction volumes, the feasibility of developments, and strategy for efficient overall management of the resource (Kirchner, 2008). It may be that in the schools where people were found to be helpful, there was communication and the result was that everyone knew what was happening.

Availability of sufficient infrastructure

In rural area schools the inadequacy of office space was prevalent. The researcher observed that one office had more than dual use. This made quality execution of one's duty very difficult as the officers were continually disturbed by various activities. For example, in one school the Head's office acted as an accounts office as well as a store room. Worse still there was inadequate classrooms space which made pupils wonder around as they waited for their turn to learn. This resulted in difficulties to control the pupils. This also reduced learning time as swapping of classes meant loss of further learning time. Infrastructure development is a vital component in encouraging a country's economic growth. Developing infrastructure enhances a country's productivity, consequently making firms more competitive and boosting a region's economy. Not only does infrastructure in itself enhance the efficiency of production, transportation, and communication, but it also helps provide economic incentives to public and private sector participants (WHO, 2009). Similarly, infrastructure boosts the efficiency of a school. SBSE seemed a bit difficult to carry out in such schools.

Documents

The inspection of the availability of appropriate documents that guide in the running of the school was done. These documents included staff meeting files, schemes and records of work registers, examination analysis, standards and guideline manual, Head teachers' manual, and other monitoring instruments in the school. Financial records as well as procurement records availability were important for a well-run school. Documents explain what an organisation plans to do and how it will be accomplished as well as instruct employees how to perform tasks. Unlike records, documents exist before the fact; they provide guidelines, explanations and instructions about how to operate

Most schools claimed that they had the documents in place, though these were not readily available for inspection. In line with documentation, Brumm (1995) stated that documents include quality management manuals, raw materials specifications and procedures on such topics as internal quality audits, marketing, quality control, hazardous waste handling, document control.

Records contain information about the activity and, thus, do not exist until after the activity has been performed (Association of Records Managers and Administrators Glossary, 1989). What seemed missing in most schools were procurement records which were not readily available. Schools that had lapses in procurement records were those that were mostly run by the untrained staff, the teachers. This meant quality management could not be easily attained.

5.10 Theory guiding the research

The theory which guided this study was Total Quality Management by Deming (2000).

The theory deals with how to achieve quality management by involving the

stakeholders and it hinges on the fourteen principles which Bonstingl (2001) compressed into four pillars. The first pillar was continuous improvement which states that effort had to begin with an accurate understanding of the process and this was in line with objective one which was how aware were the participants of school based self-evaluation. The involvement of all stakeholders in the process of school based self-evaluation in the study covered the administrators, teachers, pupils and support staff. In line with this, Murray (2014) posited that 'TQM takes into account all quality measures taken at all levels and involving all company employees.

Another pillar of the theory of Total Quality management was synergy of relationships which talked about team work for any organisation to achieve quality. In this study objective two was about how the schools were conducting school based self-evaluation for assured quality management. Teamwork was necessary to effectively carry out School based self-evaluation, which needed collaboration by stakeholders. Similarly, the study on school based self-evaluation is a participative management and centered on the needs of the learners. The degree to which schools would have ownership over their self-evaluation activity varied considerably (Rudd and Davies, 2000).

Objective three was who was involved in school based self-evaluation and it is supported by the fourth pillar in the theory which is leadership. This pillar states that participatory management was crucial to the success of TQM in education. The key element in school based self-evaluation is stakeholders' involvement and continuous training to keep on improving the standards which was the role of leadership to ensure that it was done.

Under continuous-improvement pillar in theory framework, the workers knew more about their jobs, if they were allowed to work on their areas. In the study objective four allows for continuous improvement by which Kelchner (2008) agreed to, by defining Total Quality Management as a system of continuous improvement that involved all workers in a business from upper management to production line workers.

In the study system on-going is a TQM pillar that is in line with objective five which required proof that SBSE was leading to quality management. Under system on-going, it was management's job to enable constant improving. In line with this, Schmoker (1992) noted that it was a manager's responsibility to continually train employees in the methods of TQM, involve them in management decisions, and listen to their suggestions for system changes, and work to implement these changes.

Leadership pillar alludes that success of TQM is the responsibility of top management. Objective six was a suggested School based self-evaluation model which could be tailored to meet the needs of each school. Most of all to achieve quality, the leadership role was crucial in guiding the employees with skills, vision, communication, continuous improvement and problem-solving as the process was on-going. The wholesome application of TQM in the process of SBSE is the key to assured quality management the study has proved.

5.11 Knowledge Generated

The study has generated the knowledge that though SBSE was being implemented there was a flaw in the application of the principles of TQM. The area of teaching and learning had components which needed to be properly benchmarked to ensure that SBSE was successfully carried out. The areas of evaluation included more than just teaching and learning if quality management was to be achieved. The gaps noted were

that there was need for communication and collaboration with the stakeholders to make them to fully understand the key they played in SBSE in order to attain assured quality management. A local SBSE policy was needed to meet the school's immediate needs and the generation of such would enhance quality management. Most studies have only concentrated on teaching and learning and other areas that make a school complete have hardly been discussed. The generation of a model which would help administrators come up with an instrument that meets the needs of individual schools would be helpful.

5.12 Summary of the chapter

The chapter discussed the findings of the study in accordance to the objectives. The chapter further discussed the data collected from observable traits, theory guiding the research, knowledge generated.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Overview

The purpose of this study was to establish how selected public secondary schools in Lusaka Province were implementing school based self-evaluation for ensuring quality management. This chapter presents the conclusion and recommendations of the study.

6.1 Conclusion

It can be noted that contrary to the participants assumption that they were aware of school based self -evaluation, the findings indicated that most of the stakeholders merely had an idea and they were not fully aware of school based self-evaluation happening in their schools. The study concluded that there was no consistence in the way the participants came to know about school based self-evaluation, meaning that the system of disseminating awareness was non-existent. The study further concluded that there was no form of deliberate policy of sensitizing stakeholders on the policy. Despite the Ministry of General Education making efforts to avail guidelines on SBSE but most of the stakeholders were still not aware about it. The study concluded that school administrators were ill-prepared for the task of implementing SBSE for ensuring quality management. The study further concluded that lack of awareness by some administrators was due to lack of pre-promotion training and, therefore, it was difficult for the administrators to disseminate correct information on SBSE to their subordinates.

As regards to how the schools were conducting SBSE, the findings revealed that the frequency of evaluation was not consistent in all schools and within schools, meaning there was no collaboration. The study concluded that collaboration and communication was not strong enough to yield effective desired outcome of SBSE.

On identifying who was involved, the study noted that while all stakeholders understood their roles, the support staff did not understand their role in school management well. This meant that not all stakeholders were involved. The gap in the implementation of SBSE was that one section of stakeholders were left out, which had an effect on assured quality management outcome. The study concluded that without the inclusion of the all stakeholders, SBSE implementation was not complete and therefore, achieving quality management was not assured.

The study established the area of teaching and learning was being evaluated in all schools, but the components that made effective teaching and learning were not well coordinated. The study concluded that even though the areas of teaching and learning were being evaluated, there were lapses on how these components were evaluated. The study also established that the other areas such resources, infrastructure and environment were not given the attention they required to make the process of assured quality management complete. The study concluded that quality management could not be assured as neglecting these areas could lead to serious disruption of the teaching and learning which was the core duty of a school.

As regards to the benchmarks, the study established that there was a feeble effort by all schools to evaluate themselves, as they had no locally tailored benchmarks to measure against their performance. The study concluded that schools had no strong will-power to effectively implement SBSE and, therefore, the on-going implementation could not result in assured quality management.

All participants agreed that SBSE had brought about many benefits. Since priorities and needs for schools differed considerably, the study concluded that schools needed to use the suggested model in order to design their own models that would meet their

needs to bring about assured quality management of most of the public secondary schools.

The study noted that most of the schools showed lack of strong communication skills as to what was expected of the stakeholders. Therefore, the study established that there was lack of effective communication which had led to ineffective implementation resulting questionable assured quality management. The study concluded that most schools were not implementing effective SBSE to bring about assured quality management. While all participants agreed that SBSE could bring about many benefits, if properly implemented, the study concluded that schools had no strong will-power to effectively implement SBSE and, therefore, the on-going implementation could not result in assured quality management.

6.2 Recommendations

Based on the findings and conclusions, the following recommendations are being made:

A. Recommendation to the Ministry of General Education

The study was based on Standards and Evaluation guidelines by Ministry of General Education (2015) which presents the basic benchmarks to quality education. The document prescribes minimum standards that provides policy guidance on required educational inputs, processes and outputs. The process in this study was SBSE and outcome was assured quality management. The document further recommends that the minimum prescribed standards and guidelines should not be an end in itself, but that every actor should strive to meet the basic benchmarks and go beyond them in an effort to continuously improve the quality of Education.

In this study, the focus was on the implementation of SBSE which would bring about assured quality management of public schools. The evidence in this study showed that there was need for communication and collaboration among all stakeholders to participate with full knowledge of the expected outcome in order to make SBSE an effective intervention. The study further concluded that SBSE was not being effectively implemented to achieve assured quality management.

The findings of his study have implications for policy and practice. Therefore the study makes the following recommendations

1. Ministry of General Education must ensure that there is mandatory training for all administrators before or immediately after taking up office so that the administrators can acquaint themselves with MoGE documents that help them to run the schools effectively.
2. Ministry of General Education must ensure that a module on school based self-evaluation is introduced in all colleges and universities to help all teachers embrace the process.
3. Ministry of General Education must ensure that there is a mandatory pre-service Total Quality Management module in all training colleges and universities to acquaint the would-be administrators on quality expectations from them by the Ministry of General Education.
4. The study further recommends that deliberate policy for periodical mandatory refresher courses for the administrators should be instituted to help improve communication and collaboration during SBSE.

5. Furthermore, the study recommends that schools design checklists for benchmarks to measure against their performance in order to ensure quality management.
6. Schools need to design SBSE process that meets their individual needs using the suggested model.
7. Communication and collaboration in the schools must be strengthened to bring everyone on board.

A. Recommendation for Future Research

1. This study was focused on implementation of school based self-evaluation on twenty schools in Lusaka province and, therefore, the possibility of generalization may be limited. There would be need to undertake a similar study in more provinces.
2. There would be need to have a study undertaken on the implementation of SBSE in primary schools.
3. Comparative study on the implementation of SBSE in secondary and primary schools would be good.
4. A comparative study on the implementation of SBSE involving two or more provinces in Zambia would also be helpful to the implementers.

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APPENDIX A – INTERVIEW GUIDE FOR ADMINISTRATORS

This questionnaire is intended to collect data solely for academic use and not for any other purposes.

1. How long have you been a Head teacher in this school?
2. What you understand by school based self-evaluation?
3. What do you understand by quality management?
4. Are aware of any policy on school based self-evaluation in the Ministry of Education? How did you become aware of it?
5. Does your school have a policy on school based self-evaluation? How often does the school conduct school based self-evaluation?
6. How do you spend your time in school from the time your report until knock off time?
7. How often do you supervise and evaluate teaching and learning in your school?
8. Do you coordinate and monitor the curriculum and draw upon pupil performance when making decisions?
9. Did you receive any form of training before or after taking up your job? If so what did it involve?
10. Do you have any programmes for staff development? How do you conduct them?
11. How do you think Continuous Professional Development impact on the teachers' performance in teaching?
12. How do you monitor pupils' progress? Do you involve teachers and pupils over gaps that you note?
13. Do you involve them when making decisions that affect teaching and learning?
14. Who coordinates the school based self-evaluation? Who is involved in conducting school based self-evaluation?
15. Which areas are evaluated? Is there someone answerable in each section/area?

16. Is there a checklist to ensure that all areas are evaluated?
17. Do you have any corrective action to areas that are not doing well?
18. Do you have any corrective measures for the members of staff that are not performing well?
19. Are there any benchmarks given for each area to indicate that quality management is taking place? Who is involved in setting the benchmarks?

APPENDIX B – FOCUS GROUP DISCUSSION FOR TEACHERS

This questionnaire is intended to collect data solely for academic use and not for any other purposes.

1. How long have you been in this school as a teacher?
2. What you understand by school based self-evaluation?
3. What do you understand by quality management?
4. Are you aware of any policy on school based self-evaluation in the Ministry of Education? How did you become aware of it?
5. Does your school have a policy on school based self-evaluation? How often does the school conduct school based self-evaluation?
6. How do you spend your time in school from the time your report until knock off time?
7. How often do you evaluate teaching and learning in your subject? Who ensures that this happens?
8. Are there teachers involved in coordinating and effective implementation of the curriculum when making decisions on pupil performance at the national exam?
9. Are there any programmes for staff development? How are they conducted?
10. How do you think Continuous Professional Development impact teachers teaching?
11. How do you monitor pupils' progress? Do you involve pupils over gaps that you note?
12. Are you involved when decisions that affect teaching and learning are made?
13. Who coordinates the school based self-evaluation? Who is involved in conducting school based self-evaluation?
14. Which areas are evaluated? Is there someone answerable in each section/area?
15. Is there a checklist to ensure that all areas are evaluated?
16. How often is feedback given? To who is it given?
17. Are there any corrective action to areas that are not doing well?

18. Are there any corrective measures for the members of staff that are not performing well?
19. Are there any benchmarks given for each area to indicate that self-evaluation is going on? Who is involved in setting the benchmarks?
20. Do you think a checklist is necessary for ensuring the school based self-evaluation is on-going?

APPENDIX C

- QUESTIONNAIRE FOR TEACHERS

This questionnaire is intended to collect data solely for academic use and not for any other purposes.

Respondent should not write his/her name. You should tick and write answers appropriately for the questions provided. Gender... Age..... School.....

1. Define School based self-evaluation
2. Define quality management.
3. Are you aware of any policy on school based self-evaluation? Yes/No
4. Does the school have a policy on school based self-evaluation? Yes/No
5. Does the school conduct the school based self-evaluation regularly? Yes/No
6. Do administrators come to classes to evaluate your teaching? Yes/No
If yes, how often do they evaluate
7. Are you involved in evaluating any area? Yes/No
If yes, state which ones
8. Is teaching and learning evaluated by teachers? Yes/No
9. Are pupils involved in accounting for their performance? Yes/No
If yes, explain how
.....
10. Is there a deliberate policy that makes everyone account for their work?
Yes/No
11. Is everyone involved in the school based self-evaluation? Yes/No
If yes, explain how
.....
12. Are you involved in decision making of any form? Yes/No

13. Are you involved in formulating the school curriculum? Yes/No
14. Who coordinates evaluation?
15. Is there any form of training for teachers? Yes/No
If yes, explain what type
16. Which areas are evaluate?
17. Are there any set expectations on teachers' performance? Yes/No
If yes, what are they?
18. Are there any set expectations on pupils' performance in the school? Yes/No
If yes, what are they?
.....
19. Do you get any feedback after evaluation? Yes/No
20. Is there any corrective measures taken in areas that are not doing well?
Yes/No
If yes, give an example(s)
.....
21. Is there affirmative action for areas doing fine? Yes/No
If yes, what kind of action is
there.....
22. Do you think school based self-evaluation should be conducted in schools?
23. Do you think school based self-evaluation brings about quality management?

APPENDIX D- FOCUS GROUP DISCUSSION GUIDE FOR PUPILS

This questionnaire is intended to collect data solely for academic use and not for any other purposes.

1. How long have you been in this school?
2. Do you hold any position in the school?
3. Do you know what school based evaluation is about?
4. Do you know what quality management is all about?
5. Do Administrators come to your classes to see what goes on there?
6. Do teachers come to monitor other teachers?
7. How regularly do the administrators come to monitor?
8. Do you think the curriculum you follow is good for you?
9. Do you have some areas you think should be improved in the curriculum?
10. Are you involved in the learning process in the school?
11. Are you involved in any form of decision making in the school?
12. Are all pupils involved in co-curricular activities?
13. Are there other areas are you involved in?
14. What form of follow up is there on your learning process?
15. How often are you given tests in various subjects?
16. Are you involved in analysing your performance as pupils?
17. What happens to the least achievers?
18. What happens to the best achievers?
19. Do you a set standard for pupils' performance in the school?
20. Is there anything else you want to add?

APPENDIX E- FOCUS GROUP DISCUSSION GUIDE-SUPPORT STAFF

This questionnaire is intended to collect data solely for academic use and not for any other purposes.

1. What do you understand by the term self-evaluation?
2. What do you understand by the term quality management?
3. Are you aware of school based self-evaluation?
4. Do administrators come around to see how you are working?
5. How does the administrator ensure that you perform to your full ability?
6. Apart from the administrators is there anyone else in the school who monitors your work?
7. How does your work contribute to the improvement of the school?
8. Do you think other department run by support staff contribute to the school improvement?
9. Are you involved at any point in the process of decision making?
10. Is there any form of training you get which is supported by the school?
11. What happens when one of the support staff is under performing?
12. Are the best performing staff rewarded?
13. Is there a set standard you are expected to perform to?
14. Is there anything you want administration to do in order for you to improve your work?
15. Is there anything else you can tell me about improving your work?

APPENDIX F – OBSERVATION CHECKLIST FOR SCHOOL BASED SELF-EVALUATION

This checklist is intended to collect data solely for academic use and not for any other purposes.

S.NO	ACTIVITY	YES	NO	COMMENTS
1	There is a policy document on school based self-evaluation			
2	Administrators walk around to see what's happening			
3	Log in and out system for teachers			
4	Teachers' punctuality to class			
5	Sign of teaching and learning going-on			
6	Monitoring stores adequately.			
7	Monitoring of revenue adequately.			
8	Monitoring of pupils by teachers			
9	Records on activity – staff meeting, CPD, checklist on monitoring, analysis.			
10	Manual on monitoring and evaluation			
11	Toilet cleanliness			
12	Awareness of pupils of their role in the school			
13	Motivated teachers and pupils			
14	Clearly labelled guiding posters			
15	General Surrounding cleanliness			
16	Signs of quality Management			