



Self-Assessment of Secondary School Performance in South West Nigeria

Adebule Samuel Olufemi, Adebule Helen Tayo

Faculty of Education Ekiti State University Ado-Ekiti

EMAIL: doctorolufemiadebule@yahoo.com

ABSTRACT

This study investigated self- assessment of Secondary School Performance in South West Nigeria so as to guide schools in their self- assessment needed to find out if teachers' effectiveness and performance, students' performance and physical facilities when assessed internally would result into improvement in teaching and learning process. The population consisted of all staff and students of secondary schools in South West Nigeria. A sample of 800 subjects made up of 480 students and 320 teachers was selected using multistage random sampling techniques from Eighty Secondary schools. A-40 item instrument titled Secondary School Self-Assessment Scale (3 SAS) adapted from Adebayo (2006) and re-validated by the researcher was used to gather data. The instrument has content validity a construct validity coefficient of 0.82 and reliability coefficient of 0.79. Six questions were raised while one research hypothesis was generated. The results showed that the respondents rated the performance of their schools very high in terms of Junior School Certificate Examination results, sporting activities, discipline, participation in Co-curricular activities and physical facilities. However some schools were deficient in some areas as rated by the respondents. Also location did not influence self-assessment. It was recommended that students and not only the teachers should be allowed to do self-assessment of programmes, performance and themselves as this could lead to improvement in the teaching and learning process.

Keyword: Self-assessment, Students Performance, Teachers Performance, Physical Facilities, School Performance.

Received 19/12/2013 Accepted 02/02/2014

© 2014 Society of Education, India

INTRODUCTION

Nigeria as a developing nation is undergoing fast and tremendous changes in her educational system. The 6-3-3-4 system and of recent the 9-3-4 system of education, the components, operators, processes and the products needed to be assessed or examined from time to time so as to enhance quality education.

Assessment is a process of investigating the status of an individual or group with reference to an expected outcome. Nitko (1996) and Adebule (2005), see assessment as a process of obtaining information that is used for making decisions about students, curricula, programmes and educational policy.

Satterly (1989) viewed Educational assessment as an omnibus term which includes all the processes and products which describe the nature and extent of students learning, the degree of correspondence with the aims and objectives of the programme and the relationship with the environments which are designed to facilitate progress. Also, Alonge (2003) and Adebayo (2006) maintained that assessment is indispensable to teachers, for without it, there would be no evaluation of their own effectiveness. Thus a school's performance is constantly and regularly appraised, criticize the performance, teaching , physical and human resources and at the same time try to find out the nature of the difficulties encountered by the schools, examine the syllabus and other components of the school programme.

According to Nitko (1996), Alonge (2003) and Adebule (2005), assessment is basically for decision making which concerns the following:

- (i) whether a student needs additional instruction on a topic
- (ii) whether a final programme is effective in developing student's problem solving abilities
- (iii) whether an educational policy that requires students to be promoted to the next higher grade is made or less detrimental than a policy that allows low-achieving students to be retained.

It was observed by experts and researchers like Alonge (2003) and Alade (2007) and reported by the Education inspectors and officers that teachers generally resisted a change in the mode of evaluation for some reasons that include more work for the teachers.

The main purpose or rationale for a functional assessment according to

Capper (1996) includes the following;

- (i) to find out if children are learning
- (ii) to find out if children are having problems in learning
- (iii) to improve the teaching-learning activities in schools
- (iv) to ensure that children are helped or assisted to learn
- (v) to prepare the teacher for discussion with parents and other teachers and community members.

Self assessment allows students and teachers to reflect on themselves and their work. Through the process of self-assessment students and teachers can identify the points on which they can improve (www.ehow.com/info. Thus, self assessment is to encourage the learners to assess their own progress or to comment on their own achievement in schools. According to Adebayo (2006) and Oloda (2006) many schools have tried to encourage a more active participation on the part of pupils in learning activities by the development of schemes for self-assessment and that self-assessment can take many forms varying from a scrapbook collection of dairies of personal experiences to formal judgments by the pupils of their degree of attainment and effort using their teacher- or pupil-generated criteria.

Traditionally, teachers have been seen and regarded as the custodians of knowledge and students as the recipients, but over the past few years, there has been a growing recognition that revising for test is not the same as acquiring and developing deep understanding of the test, its purpose and content.

According to Boud and McDonald (2003), teachers are taking more interest in assessment for learning in which they target their own and their student's actions precisely upon the next steps in learning for individuals. Activities that contribute to assessment for learning include the use of detailed feedbacks, teacher questioning, peer and self-assessment build on specific learning goals and explicit criteria.

Adebayo (2006) opines that the benefits of self-assessment could be summarized to include the:

- transfer of some responsibilities for making decisions from the teacher to the learner,
- helping the students to understand the concepts of quality,
- providing the foundation for lifelong learning and
- improving learning in the course being studied.

School self assessment (SSA) is a programme of professional development that supports schools in improving teaching and learning through ongoing reflection and peer review. An institution undertaking school assessment involves its whole staff in a process of goal –setting regarding students learning and sets in motion a continuous cycle of internal self review and external peer review that moves the school closer to its goals.

SSA was developed by the academy for Educational Development (AED), an independent, non profit organization based in Washington DC and New York, with over 40 years of exploits in the field of education. SSA shares a common theme: Questions are asked from school heads, staff and students about the school teaching and learning progress, achievement, acquisition of human and physical facilities and what areas confusion still exists.

Meaningful reflection takes practices. This is true for the students as it is for the staff. These questions serve as guide to ones reflection.

- ❖ How do schools rate their own performance?
- ❖ What is spectacular about the school?
- ❖ What is the school lacking?
- ❖ What the areas where the school need improvement?

Self-assessment is supposed to be the nucleus of a school's review process designed to establish the potentials of educational institutions for accreditation and to maintain standard of already accredited schools. But attention has been focused primarily on the schools seeking external authentication or prove of attainments and self or internal assessment and examination as of little or no value. This has led to the non improvement of "school" itself (students and staff) in school assessment and evaluation process due to oversight where it is supposed to be on essential part of a balanced assessment.(Adebayo; 2006, Oloda; 2006)

Also, it has been observed by the researcher that some schools in south west Nigeria have low standard academically and structurally. Students from these schools perform woefully or worst than their counterparts from schools with high standards at both internal and external examinations and even when they are exposed to the same level of assessment during the national assessment.

According to Boud and Mc Donald(2003), the results of non involvement of the school itself in assessment of school and poor assessment of schools have led to the poor performance of many students resulting into various forms of anti-social behaviors like indiscipline, truancy, absenteeism, frustration, examination malpractices, juvenile delinquency, criminal activities, cultism, illiteracy, mass

unemployment, social and emotional maladjustment and school dropout which now amounted to wastage in education.

The study therefore researched into school self assessment in south west Nigeria so as to guide schools in their self assessment needed to find out if teachers' effectiveness and performance, students' performance and physical facilities when assessed internally would result into improvement in the teaching and learning process, students' performance and be a true unbiased image of the school society.

The following general questions were raised

1. How do secondary school teachers and students assess the performance of the schools in south west Nigeria?
2. How do the teachers assess teachers performance?
3. How do the students assess teachers performance?
4. How do the student assess the performance of the students?
5. How do teachers assess students performance?
6. How adequate are the physical facilities in the schools in south west Nigeria?

Research Hypothesis

One null hypothesis was generated and tested at 0.05 level of significance.

1. There is no significant difference in self assessment between urban and rural secondary schools in south west Nigeria.

RESEARCH METHOD

The survey research design was used in this study so as to establish the nature of all existing conditions. The population consisted of all staff and students of secondary schools in south west Nigeria. A sample of 800 subjects made up of 480 students and 320 teachers was selected using the multistage, stratified and simple random sampling techniques from Eighty(80) secondary schools in Lagos, Oyo, Ogun, Osun and Ondo State. In each secondary school, 10 participants made up 6 students and 4 teachers were selected for the study.

The instrument used for the study was a-40 item Secondary School Self Assessment Scale (3SAS) adapted from Adebayo (2006) and re-validated by the researcher. The instrument was designed to make gathering of information easy on such variables as school physical facilities, discipline, teachers, and students performance. The instrument was certified to have face and content validity by experts assessment, measurement and evaluation. The construct validity was ensured by correlating the items of 3SAS with the Questionnaire on School Self-Assessment in Secondary School (Q4s) developed, validated and used by Adebayo (2006). A construct validity coefficient of 0.82 was obtained. A test retest method was used to ascertain the reliability of the instrument and its coefficient of 0.79 was considered high and thus suitable for gathering of data.

RESULTS

General Questions

1. How do Secondary School teachers and students assess the performance of the School in South West Nigeria?

Table 1: Assessment of School Performance by Teachers' and Students'

S/N		Always		Often		Rarely		Total	
		N	%	N	%	N	%	N	%
1	Performs very well in J.S.S overall result	611	76.5	169	21.3	20	0.2	800	100
2	Has the overall best results in SSCE	240	30	400	50	160	20	800	100
3	Is one of the best in terms of sporting activities	420	52.5	300	37.5	80	10	800	100
4	Implements Continuous Assessment appropriately	521	6.5	255	32	24	3	800	100
5	Wins in debates and quiz competitions	395	49.5	341	42.5	64	8	800	100
6	Has and practices well planned co-curricular activities	400	50	328	41	72	9	800	100
7	Punishes late comers	420	52.5	360	45	20	2.5	800	100
8	Does not allow fagging and seniority abuse	379	47.5	371	46.3	30	6.2	800	100
9	Sends back home students not in school uniform	400	50	390	48.8	10	1.2	800	100
10	Suspends students who break school, rules and regulations	396	49.5	400	50	4	0.5	800	100

It could be seen on Table 1 that the teachers and Students rated the performance of their Schools very high. Most of the Schools studied performed well in JSS overall results than SSCE and other co curricula activities like debates and quiz competition with 30% and 49.5% respectively for SSCE and co curricula activities School discipline in South West Nigeria is rated moderate.

2. How do the teachers assess the teachers performance?

Table 2: Assessment of Teachers' Performances by Teachers

S/N		Always		Often		Rarely		Total	
		N	%	N	%	N	%	N	%
1	Are available for all subjects taught in my school	175	55	141	43.8	4	1.2	320	100
2	Are punctual for lessons	203	63.8	93	28.8	64	17.4	320	100
3	Teach very well in my school	280	87.5	40	12.5	-	-	320	100
4	Mark assignment regularly	320	100	-	-	-	-	320	100
5	Do corrections of class tests	200	62.5	110	34.4	10	3.1	320	100
6	Give feed backs after corrections	195	61.3	99	30.6	26	8.1	320	100
	Average		71.7		25.0		3.3		100

A cursory look at table 2 shows that the teaches rate themselves high with the average performance of 71.7%

3. How do the Students assess teachers' performance?

Table3 Assessment of Teacher performance by the Students

Table 3: Assessment of Teachers Performance by the Students

S/N		Always		Often		Rarely		Total	
		N	%	N	%	N	%	N	%
1	Are available for all subjects taught in my school.	401	83	59	12.5	20	4.5	480	100
2	Are punctual for all lessons	390	81	64	13	26	6	480	100
3	Teach very well in my school	448	93	20	4.5	12	2.5	480	100
4	Mark assignment regularly	355	74	105	21.5	20	4.5	480	100
5	Do corrections of class tests	324	67.1	124	26	32	7.0	480	100
6	Give feedback after corrections	328	68	106	22	46	10	480	100
	Average	374	78	80	17	26	6	480	100

On Table 3, the rating of the Students on the teachers has an average percentage of 78% and a negative assessment of 6%

4. How do the Students assess the performance of the Students?

Table 4: Assessment of Students' Performance by the Students

S/N		Always		Often		Rarely		Total	
		N	%	N	%	N	%	N	%
1	Come to school punctually	403	84	55	12	20	4	480	100
2	Attend morning assemblies promptly	448	93	28	6	4	1	480	100
3	Are always in the correct school uniforms	402	84	36	7	42	9	480	100
4	Are familiar with the school rules and regulations	371	78	89	18	20	4	480	100
5	Are not allowed to speak in vernacular	236	70	116	24	28	6	480	100
6	Are well behaved	300	63	150	31	30	6	480	100
7	Are very respectful	360	75	64	13	56	12	480	100
	Average	374	78	76	16	28	6	480	100

On table 4, the frequency counts and percentages attest to the fact that students assessed their performance as high in all aspects rated by them

(5) How do teachers assess students' performance?

Table 5: Assessment of Students' Performance by the Teachers

S/N		Always		Often		Rarely		Total	
		N	%	N	%	N	%	N	%
1	Come to school punctually	192	60	104	33	24	7	320	100
2	Attend morning assemblies promptly	218	68	98	31	4	1	320	100
3	Are always in the correct school uniform	242	76	78	24	-	-	320	100
4	Are familiar with the school rules and regulations	232	73	80	25	8	2	320	100
5	Are not allowed to speak in vernacular	176	55	94	29	50	16	320	100
6	Are well behaved	170	53	108	34	42	13	320	100
7	Are very respectful	130	41	138	43	52	16	320	100
	Average	194	61	100	31	26	8		

The teachers rated the students high in the first 4 aspects and gave average rating to items 5 and 6. However a low percentage in respect of item 7 was observed.

6. How adequate are the physical facilities in the schools in South West Nigeria?

Table 6: Availability of School Physical Facilities

ITEMS	Available				Not Available	
	Adequate		Not adequate			
	N	%	N	%	N	%
Classrooms	601	75	195	24.5	4	0.5
Science laboratory	613	77	180	22.5	7	0.5
Library	590	74	200	25	10	1
Technical workshop	580	73	210	26.	10	1
School Hall	597	75	179	22	24	3
School Buses	500	63	200	25	100	12
Games/Football field	700	88	100	12	-	-
Staff Rooms	599	75	161	20	40	5
School Clinic	200	25	200	25	400	50
Chapel/Mosque	200	25	200	50	200	25
Toilet Facilities	440	55	200	25	160	20
Water Supply	200	25	200	25	400	50
Electricity	200	25	400	50	200	25

From Table 6, it is seen that there are physical facilities in the schools although some of these facilities are inadequate. Other important facilities like Toilet, water supply, clinic, electricity and place of worship are lacking.

Research Hypothesis

There is no significant difference in self-assessment between urban and rural secondary schools in South West Nigeria.

Table 7:t-test summary showing difference between urban and rural schools on self-assessment.

Location	N	\bar{x}	sd	Df	t_{cal}	$t_{critical}$
Urban	536	122.1	9.5	798	1.7224	1.96
Rural	264	120.7	11.4			

P>0.05 Result not significant

Table 7 shows that urban secondary schools students had a mean score of 122.1

and a standard deviation of 9.5 while the rural secondary schools students had a mean of 120.7 and a standard deviation of 11.4. The calculated t value was 1.7224 and the critical value was 1.96. The result shows that t_{cal} is less than $t_{critical}$, $1.7224 < 1.96$ thus the hypothesis was not rejected. It shows that there is no significant difference in School Self- Assessment between Urban and rural location in South West Nigeria.

DISCUSSION

The findings of the study showed that both the teachers and students rated the performance of their schools very high in terms of Junior School Examinations, Sporting activities, Implementation of Continuous Assessment, participation in co-curricular activities and discipline. The findings is in line with the findings of Alade (1995 & 2007) who carried out similar studies on the teachers, students and parents in Lagos state. The finding also corroborates Adebayo (2006) report on self assessment of schools in Ondo State. Also the teachers assessed themselves very high in terms of availability to teach students, punctuality, marking of assignment regularly and giving feedbacks to students after corrections. The students corroborated the ratings of the teachers in their assessment. The students also assessed themselves high while the teachers followed the same pattern in assessing punctuality, behaviour, discipline and school work. The findings contradicts the results of Alade (2007) where it was reported that 37.2% of the students agreed that their teachers mark students test papers and give notification of test results while 62.8% said their teachers do not. The findings show that physical facilities are available though some are not adequate. But water supply and Clinics are not available.

The finding of the hypothesis tested shows that students and teachers at both urban and rural schools believed in the concept of school self-assessment. They assessed the construct and traits of interest very high. The results is in agreement with Adebayo (2006) but contradicts the findings of Cox (1993) and Bryce (2002) which explained that clean air, good light, social amenities and good access road which exist in urban schools aid and affect performances.

CONCLUSION AND RECOMMENDATIONS

School self-assessment is the most overlooked, yet possibly the most valuable aspect of assessment about performance for students, teachers and school administrators at all levels and in all fields. Also school self-assessments practice produce good rating of students and teachers knowledge acquisition in areas of co-curricular activities, discipline, punctuality, texts, assignments and other areas that are embedded in the cognitive affective and psychomotor domains. School self-assessment practices helped teachers to incorporate standards into the classrooms and schools and helped to offset their potentially negative aspects. In summary variables of school self-assessment in secondary schools favoured by the respondents are categorized under teachers' performance, students performance and school facilities. However, location did not influence the self-assessment of these variables by the respondents.

It is recommended that students should be allowed to assess their schools performance as well as their teachers on a regular basis. This could motivate students and gear up teachers towards the improvement of teaching and learning. Physical facilities should be improved upon at both urban and rural schools. A critical appraisal of the mode and process of self-assessment should be done.

REFERENCES

1. Adebayo T.D. (2006): Self Assessment of School Performance in Ondo State Secondary Schools. An Unpublished M.Ed Thesis of University of Ado-Ekiti.
2. Adebule S.O. (2005): Functional Assessment for Quality Education in Nigeria, International Journal of Research in Education. 2(1&2), 173-180.
3. Alade O.M. (1995): The Attitude of Teachers, Parents and Students in the Mainland Education District of Lagos State to the Implementation of Continuous Assessment in Schools. An Unpublished M.Ed Project University of Lagos.
4. Alade O.M. (2007): Assessment of the Attitude of Students and Parents to the Practice of School-Based Assessment. Implication for Educational Management. NAERE Conference Proceedings.
5. Alonge M.F. (2003): Assessment and Examination: The Pathway to Educational Development, 9th Inaugural Lecture University of Ado-Ekiti.
6. Bould D. Mc Donald B. (2003): The Impact of Self-Assessment on Achievement: Effects of Self-Assessment Training on Performance in External Examination. A Research Digest on Assessment in Education 10(22).
7. Bryce J. (2002): Ways of Orientating Secondary Schools to becoming Learning Communities. A Paper presented at the Lifelong Learning Conference, Central Queensland University.
8. Capper J. (1996): Testing to Learn - Learning to test International Reading Association, Delaware and Academy for Educational Development, Washington.

9. Cox K. (1993): Using a Spreadsheet to process and Analyze Students marks. *Assessment and Evaluation in Higher Education* 115-123.
10. Nitko A.J. (1996): *Educational Assessment of Students* 2nd Edition, Columbus, OH, Merrill.
11. Oloda F.S. (2006): *Self-Assessment in Mathematics as Correlates of Performance of Students in JSS and SSS Science subjects*. An Unpublished M.Ed Thesis of University of Ado-Ekiti.
12. Satterly D. (1989): *Assessment in Schools*. New York, Basil Blackwell Inc. Questions to ask a High School Student for a Self-Assessment: www.ehow.com/info assessed on 15-07-2013.

Citation of This Article

Adebule Samuel Olufemi, Adebule Helen Tayo. Self-Assessment of Secondary School Performance In South West Nigeria. *Int. J. Educat. Res. Technol.* Vol 5 [1] March 2014.05-11