

INDICATORS OF SCHOOL EFFECTIVENESS: A TOOL FOR PROMOTING QUALITY EDUCATION IN NIGERIA SCHOOLS.

Odoh, Emmanuel Onwe

Ebonyi State College of Education Ikwo, Nigeria.

e-mail: odohemmy@gmail.com,

Abstract

Indicators of school effectiveness are very important tools that will guide the achievement of quality education in Nigeria. This paper, therefore examines some indicators of school effectiveness which include the teacher's role, internal performance indicators and operating indicators; and measures for using them to promote quality education. It also highlights some concepts and processes of effective and efficient monitoring of those indicators. Recommendations which will bring about the needed quality in the school system were made, such as, Government and stakeholders appointing monitoring team made up of impeccable education experts to assess schools progress quarterly using those indicators, among other things.

Keywords: *Education, indicator of school effectiveness, effectiveness and quality*

Introduction

Education is generally acknowledged as one of the crucial allies of the development process. It is the process by which a person systematically acquires the basic knowledge, practical skill, and desirable attitudes vital to the total development and growth of himself and his community (Oyekan in Bernard, 2012).

Education has been a powerful force that brings about positive change in every society. Education system can also be described in terms of input- process-output model (Taylor and Francis, 2006). These are educational indicators. These indicators serve as statistics on key aspects of educational system that are of evaluative relevance. They can be categorized as context:- Input, process and output indicators. The concern of this paper is on process indicators. The reason for choosing process indicators is to examine school effectiveness indicators,

Indicators of School Effectiveness:

such as teaching and other characteristics that are positively associated with educational achievement that will bring about transformation.

The indicator of school effectiveness will definitely fast-track educational quality in Nigeria, only if the citizenry especially the government in power at all levels and the stakeholders shall be willing and committed to ensuring that the expected change or quality takes place. This is because Nasiru (2013), states that for improvement to occur, there must be a deliberate and conscious plan, and action taken to strategize and collaborate with experts and the beneficiaries to utilize funds, material resources and qualified human resources to actualize such dream. He further states that quality education calls for practical action and goes beyond mere expression or verbal pronouncement. But require a number of tasks to be performed. Therefore, it is logical to say that, it takes a performer to bring quality in a system.

Generally, school effectiveness is a management tool, that if properly utilize will contribute to speedy promotion of quality education. Quality is defined as a process of seeking, obtaining and quantifying data with a view of settings a standard bases on characteristics. This makes it both quantitative and qualitative.

❖ **Indicators of school effectiveness:** These could be referred to as those factors which enhance the extent to which the set goals or objectives of a school programme are accomplished (Federal ministry of Education, 1993). The document further states that, such effectiveness can be seen in relation to either the quality, quantity, equity or equality of educational instruction given in a school.

❖ **Effectiveness:-** Effectiveness, according to Federal Republic of Nigeria (1993) is very broad and include such terms as efficient, improvement, development, appropriateness and so on. Therefore effectiveness is perceived in different ways. For instance, the principal may perceive the school effectiveness as the students' performance in the external examinations. The parents may perceive it as the students good behavior and passing examination. while the society may perceive effectiveness in terms of good moral behaviors etc.

❖ **Quality,** according to Nasiru (2012), is a systematic activity implemented in a quality system, so that quality requirement for the product or service would be achieved. He further states that it is the systematic measurement, comparison with a standard, monitoring of process and associated feedback loop that confers errors prevention.

In their own contribution, Amir and Uri (2012) assert that, quality is a planned activity, which involves deliberate purpose and explicit decision to engage in a programme of good standard. They further state that, the planned

activity should reflect a process of improvement, and also involve internal and external expertise. Approaches to education should be a deliberate, and purposeful planned strategies to use both human and material resources to bring a dramatic change in terms of quality, quantity and equity.

Some of the key indicators for measuring school effectiveness and quality include:-

- a. The Teachers' role.
- b. Internal performance indicators and
- c. Operating indicators

(a). Teachers' role is very pivotal in school effectiveness and over all educational transformation. The teacher has to initiate, guide, control, head, and evaluate all teaching and learning activities, for each student, as well as for the group of students, as a whole (Louis, 1998).

- (b) Internal performance indicators include, according to FRN (1993).
- School timetable and programme of activities
 - Quality of teaching (Teaching performance)
 - Pupils learning outcomes

The school time table: In essence, it should be pupil-centred to maximize learning opportunities, arranged with a variety of activities, with subjects spaced to sustain the pupils interest and motivation. Also it should take into account the

- pupils age
- concentration span
- ability range
- Sex and class sizes.
- pupils career ambitions.

The contents of the school time table should be strictly complied with to ensure its effectiveness.

The quality of teaching:- The quality of teaching (teaching methodology) Should be regularly examined in other to enhance the teaching performance of teachers.

Pupils learning outcomes: The pupils learning outcomes are necessary and call for periodic unbiased assessments to determine pupils strength and weakness and strategies for improvement.

(c). **Operating indicators:** The operating indicators of school effectiveness

Indicators of School Effectiveness:

include,

- manageable class size
- appropriate teacher pupils ratio
- adequate work load
- instructional materials available and utilization
- equipments for practical works.

These indicators should be properly monitored and examined in consonance with educational objectives to ensure their effectiveness and relevance to teaching and learning processes.

The Process of Promoting Quality should include:

Effective Teaching and Learning: The quality of teaching and learning is the most important factors of school effectiveness. This is because effective teaching and learning, determines the perceptions of people who are interested in the quality of the school. Since teaching and learning start in a classroom, FRN(1993) lists some conditions that make pupils learning effectively to include. Motivation, understanding the purpose and relevance of their works, setting tasks in an orderly way, able to use available resources and know where and when to ask for help, work co-operatively in groups, understand tasks and methods of solving them, acquire study skills and use resources well and ability to plan, choose, and take responsibility for the learning among other things. For all these things to take place, it requires effective teacher who will guide and counsel the students appropriately.

Effective Guidance and Counseling

The introduction and management of guidance and counseling programme for the students is one of the factors of school effectiveness. This involves ensuring good relationships between teachers and students, meeting the needs of individual students and working with all the teachers to create a generally caring atmosphere. For effective guidance and counseling, note should be taken on the following:

Effective management in the school; and

The need for effective communication.

Effective management structures are very necessary for effective guidance and counseling to take place, and this demands essential indices such as, appropriate information on students, appropriate confidentiality at all times, appropriate counseling sessions with the students and parents on a regular basis, prompt response to crises, adequate record and record keeping, and involvement of some students, parents and staff in decision making and so on. On the other hand, effective communication is an essential tool for ensuring effective guidance and counseling. Such communication include making a clear statement of policy that

is staff and students oriented. Also giving all staff an appropriate and satisfying role within the schools activities. Ensuring a flexible system which allows good teacher students relationship for easier tackling and solving of challenges among other things. Also there should be effective communication with the parents, through parent teacher association meetings.

Effective School Leadership

As part of process indicators, school leadership need to be effective. Effective leadership is essential for the achievement of quality education. The leadership should be such that takes firm and result oriented decision, employs persuasive communication, ensure peoples motivation and inspiring them to take required action. In addition, there should be development of people (Staff) to help them improve their knowledge, attitudes and skills. Efficient and effective deployment of staff and resources, that is, physical assets, buildings, personnel, recruitment and budgets. There should also be accountability to self, students, parents and other stakeholders.

The Effective Leader: Good leaders will need to develop personal attributes such as awareness, sensitivity and an understanding of human relation. In addition, they need skills and the techniques of ascertaining the causes of personal problems, mastery of the art of changing behaviour and skills on the job coaching. In general terms the effective school leader or head is expected to be:

- a prime mover
- energizes staff
- promotes the satisfaction of the staff needs
- builds a committed and cohesive work group
- set an example to staff.
- also be a resource expert
- a pragmatic change agent and
- a link between staff and students.

Conclusion

There must be synergy between all the Stake holders, as to actualize quality education. Indicators of school effectiveness, which encompasses regular monitoring and reviewing those indicators should be properly and efficiently galvanize to bring about the required quality in education system. Such indicators include, stimulating friendly environment, achievement oriented policies, pragmatic leadership style, adequate instruction and structured teaching, learning opportunities, adequate funding and collaborative planning and evaluation of schools.

Recommendations

This paper recommends as follows:

1. The Government and all Stake holders should be willing for the change by providing quality control mechanism.
2. Appointment of education experts with impeccable character to quarterly monitor school progress and effectiveness and judicious expenditure of fund.
3. Adequate fund should be provided to schools through budgetary allocation to the education sector in Nigeria.
4. Indicator progress chart should be developed to monitor the expected quality

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