



Assessment of the Targets of School Administrators in School Self-Evaluation of Teaching and Learning Activities in Public Secondary Schools

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Abstract: *This study investigated the targets of school administrators in school self-evaluation of teaching and learning activities in public secondary schools. The study was guided by Transformational Leadership and organizational learning theories. A qualitative research approach with a case study research design was used. The sample size of the study was a total of 45 participants including 30 teachers, 3 heads of school, 3 academic teachers and 9 heads of departments, who were selected through purposive and simple random sampling techniques. Interview and questionnaire methods were used to collect data from teachers, heads of school, heads of departments (HoD) and academic teachers. Data collected were analyzed through frequency distribution, percentages and thematic analysis. The study revealed that school administrators implement school self-evaluation with targets of promoting effective teaching and learning process and resources management. The study concluded that school self-evaluation is implemented in public secondary schools to foster teaching activities, and overall school educational goals. The study recommended that school self-evaluation should be implemented regularly to foster effective teaching and learning activities in public secondary schools.*

Keywords: *Targets, School Administrators, School Self-Evaluation, Teaching and Learning Activities, Public Secondary Schools*

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1. Introduction

School self-evaluation is a critical component of continuous improvement, allowing schools to identify strengths and weaknesses, and to implement strategies for enhancement. Globally, there is a growing movement towards school self-evaluation (SSE) as a key component of school improvement initiatives. This shift is driven by the recognition that schools themselves are best positioned

to understand their strengths and weaknesses and to develop targeted strategies for improvement. International organizations like UNESCO and the OECD have been instrumental in promoting SSE, providing frameworks, guidelines, and support for its implementation (UNESCO, 2020). The focus is on empowering schools to take ownership of their performance and to use data to inform decision-making (George, 2023). This approach is often linked to broader educational reforms aimed at enhancing

student outcomes and ensuring equitable access to quality education (Jawour, 2020). The emphasis on SSE is also connected to the broader trend of decentralization in education, where schools are given greater autonomy and responsibility for their own management and improvement (Godda, 2018). This requires school administrators to play a crucial role in leading and facilitating the SSE process.

In Europe, SSE is widely adopted as part of national quality assurance frameworks. The European Agency for Special Needs and Inclusive Education, for example, promotes SSE as a tool for inclusive education (European Agency for Special Needs and Inclusive Education, 2019). The European Commission supports initiatives that encourage collaboration and the sharing of best practices in SSE across member states. The focus is on ensuring that schools meet standards and that they are continuously improving (UNESCO, 2020). The role of school administrators in Europe is critical, as they are responsible for creating a culture of self-reflection and for ensuring that the SSE process is effectively implemented and used to drive improvement (European Agency for Special Needs and Inclusive Education, 2019). The European Union's education policies often emphasize the importance of data-driven decision-making and the use of evidence to inform educational practices, which aligns with the goals of SSE (Ehren, 2015).

In Africa, the context for SSE is shaped by the challenges of resource constraints, diverse educational systems, and the need to improve educational quality and access (African Union, 2019). Many African countries are implementing SSE as part of their national education strategies, often with support from international development partners (African Union, 2019). The focus is on improving teaching and learning, enhancing school management, and promoting accountability (Jansen, 2020). School administrators in Africa face unique challenges, including limited resources, large class sizes, and the need to address issues of equity and inclusion (UNESCO, 2020). SSE can be a valuable tool for identifying and addressing these challenges, but its successful implementation requires adequate training, support, and resources (African Union, 2019). The African Union and various regional organizations are actively involved in promoting SSE and sharing best practices across the continent (African Union, 2019).

In Kenya, the Ministry of Education has been promoting SSE as part of its efforts to improve the quality of education. The Teachers Service Commission (TSC) also plays a role in supporting SSE through its teacher appraisal system (Ministry of Education, Kenya, 2018). The focus is on improving teaching practices, enhancing student performance, and promoting accountability (Ministry of Education, Kenya, 2018). School administrators in Kenya are expected to lead the SSE process, which involves

collecting and analyzing data, identifying areas for improvement, and developing action plans (UNESCO, 2020). The success of SSE in Kenya depends on the commitment of school administrators, the availability of resources, and the support provided by the Ministry of Education and other stakeholders (Ministry of Education, Kenya, 2018). The Kenyan government has been investing in training programs for school administrators to equip them with the skills and knowledge needed to effectively implement SSE (Ministry of Education, Kenya, 2018).

In Uganda, the Ministry of Education and Sports has integrated SSE into its education sector strategic plan. The focus is on improving the quality of teaching and learning, enhancing school management, and promoting accountability (Ministry of Education and Sports, Uganda, 2021). School administrators in Uganda are responsible for leading the SSE process, which involves collecting and analyzing data, identifying areas for improvement, and developing action plans. The implementation of SSE in Uganda faces challenges, including limited resources, inadequate training, and the need to address issues of corruption and mismanagement (Ministry of Education and Sports, Uganda, 2021). The Ugandan government is working to address these challenges by providing training and support to school administrators and by strengthening the monitoring and evaluation systems (UNESCO, 2020). The Education Standards Agency (ESA) plays a key role in monitoring and evaluating the implementation of SSE in schools (UNESCO, 2020).

In Tanzania, the Ministry of Education, Science and Technology has been promoting SSE as part of its efforts to improve the quality of education. The focus is on improving teaching and learning, enhancing school management, and promoting accountability (Ministry of Education, Science and Technology, Tanzania, 2019). School administrators in Tanzania are expected to lead the SSE process, which involves collecting and analyzing data, identifying areas for improvement, and developing action plans (URT, 2022). The implementation of SSE in Tanzania faces challenges, including limited resources, inadequate training, and the need to address issues of teacher absenteeism and student dropout rates (Ministry of Education, Science and Technology, Tanzania, 2019). The Tanzanian government is working to address these challenges by providing training and support to school administrators and by strengthening the monitoring and evaluation systems (Ministry of Education, Science and Technology, Tanzania, 2019). The Tanzania Education Authority (TEA) plays a key role in monitoring and evaluating the implementation of SSE in schools. Transformational leadership emphasizes inspiring and motivating followers to achieve a shared vision, fostering intellectual stimulation, and providing individualized consideration (Northouse, 2021). In addition,

Organizational leadership theory, in a broader sense, encompasses various leadership styles and approaches that influence organizational effectiveness, including aspects like structure, culture, and decision-making processes (Northouse, 2021). The focus on public secondary schools suggests an interest in understanding how these evaluations are conducted in a specific educational setting, likely with its own unique challenges and opportunities.

2. Literature Review

In Britain, a study conducted by Stoll and Fink (2010) examined the impact of school self-evaluation on teaching effectiveness and student learning outcomes. The study utilized a mixed-methods approach, combining quantitative data from student performance metrics with qualitative interviews from educators. Findings indicated that schools that regularly assessed their practices not only improved instructional strategies but also fostered a culture of continuous improvement among staff. This led to enhanced student engagement and achievement.

Setlalentoa (2014) explored the extent of educator involvement in internal evaluation, School Self-Evaluation (SSE) in some South African schools. Educators' views on SSE in relation to their professional development are issues warranting deeper scrutiny. Data were gathered from 125 educators in sixteen randomly selected schools using a mixed mode approach. Data from interviews were analysed by developing categories and making comparisons and contrasts. Results further show that school self-evaluation affects the educators' professional learning as well as teaching and learning process. The research findings suggest that educators are neither sufficiently trained nor are they aware of the significance of their role in the process. The paper suggests that supportive school leadership and a collaborative educator culture are catalytic for whole school improvement.

In South Africa, the research by Jansen (2005) focused on the role of self-evaluation within public secondary schools and its influence on teaching quality. The study revealed that many schools lacked structured self-evaluation frameworks, which hindered their ability to enhance educational practices effectively. Through case studies across various provinces, Jansen found that when schools implemented self-evaluation protocols, they experienced significant improvements in curriculum delivery and teacher accountability. The findings underscored the necessity for training educators in self-evaluation techniques to maximize their potential for improving teaching and learning outcomes.

Ndungu, et al (2015) researched on the influence of monitoring and evaluation on effective teaching and learning in secondary schools in Githunguri district, Kenya. The study adopted survey research design. The

study targeted 30 principals, 750 teachers, 150 HODs and 120 class prefects 1 class prefect per stream in the 30 public secondary schools in Githunguri district. The researcher used simple random sampling techniques to sample the 187 participants. The study had a sample size of 15 principals, 113 teachers, 23 HODs and 36 class prefects: a total sample of 187 participants. The sampling technique was random. Questionnaires were used for the data collection from the HODs, teachers and class prefects. The interview schedule was used for the principal. Validity of the research instruments was censured by undertaking a pre-test in 2 schools which were not included in the study. The researcher also discussed the instruments with the supervisor to ascertain their validity. Reliability was ensured through calculating the Cronbach coefficient. The research utilized descriptive analysis of each of the questions asked in the questionnaires presenting them in tables and graphs. The finding of the study revealed the great role of monitoring and evaluation by principals on effective teaching and learning in secondary schools. Since there should be improvement on the lessonpreparation process; the schools should improve on the monitoring of school attendance for teachers and students as it has an impact on teaching and learning process.

Kosia and Okendo (2018) researched on the effectiveness of levels of implementation of school evaluation in Arusha City public secondary schools, Tanzania. This study was guided by the Utilization Focused Evaluation theory which assumes that regardless of how the evaluation processes and findings are, unless they are implemented to bring improvement, the evaluation is in vain. The study utilized questionnaires, interview guides and focus group discussion for data collection. Internal consistency reliability was estimated based on correlations among all Likert scale items on a questionnaire test using coefficient Alpha method. The study found that high performing schools implemented SQAOs' findings schools than low and treatment schools. However, SQAOs' visit does not reflect the true picture in low performing schools as compared to both high performing and Treatment schools because of the unintended effects.

Agapiti and Kitula (2022) made a study in Arusha Tanzania; to assess the contribution of school quality assurance supervisory role on teachers' efficacy in public secondary schools in Monduli district. The study was guided by Role theory, and it used convergent parallel design under mixed methods approach. The study found that SQA supervisory roles directly influence teachers' efficacy. The study recommended to the government emphasize the supervisory roles by SQA so as to make them in a better position of executing their responsibilities. It was recommended for the government of Tanzania, through the ministry of education, science and technology,

to monitor the implementation of different policies pertaining to the roles of SQA.

A comparative study by Mugo et al. (2021) explored the effects of school self-evaluation practices in public secondary schools across Kenya and Tanzania. This research employed a longitudinal design to assess changes over time regarding teaching effectiveness linked to self-evaluative measures. The results indicated that both countries showed marked improvements in student performance when schools adopted comprehensive self-assessment frameworks that involved stakeholders at all levels teachers, students, and parents. The study concluded that fostering an inclusive environment for self-evaluation significantly contributed to enhancing educational quality.

Review of literature shows that, school self-evaluation has contribution on effective teaching and learning activities for example it was found that, school self-evaluation enables the use of a wide range of learning environments and creative teaching approaches. In addition, most of studies used mixed research approaches whereby SQA, Ward Education Officers, City Academic Officer, School Quality Assurance Officers (SQAOs) used as participants in most cases. Studies gave a little chance for qualitative research approach and teachers as study's participants. Therefore, the paper used qualitative research approach and teachers as study's participants to assess targets of school administrators in school self-evaluation of teaching and learning activities in public secondary schools.

3. Methodology

Qualitative research approach was employed because it is a flexible and adaptable research approach, allowing the researcher to modify methods and questions as they delve deeper into the subject matter, furthermore it enables the exploration of unexpected findings and the ability to adjust the research focus as needed (Creswell & Creswell, 2023). A case study was adopted because it was considered a suitable design to explore and investigate complex, real-life situation that may not be easily studied through other research methods. The study was conducted in Mbogwe district, Geita region because the area experiences various challenges related to ineffective implementation of school self-evaluation such as poor academic performance and poor accountability (Tanzania Ministry of Education, 2019 and World Bank, 2020). Targeted population were teachers, heads of school, heads of department and academic teachers from three secondary schools in Mbogwe district, Geita Region. These populations assisted with getting ideas and insights accurately based on the research findings.

The study involved a total of forty-five (45) participants including thirty (30) teachers, three (3) heads of school, nine (9) heads of department and three (3) academic teachers from three secondary schools to ensure the collection of enough data without overburdening the participants and adhering to ethical principles. Purposive sampling and simple random sampling techniques were employed in the selection of participants. The study employed questionnaires and interview methods for the collection of data. The research adopted two data collection tools namely interview, and questionnaire to ensure credibility of the study. The study was done by following all research procedures including getting permission letters, preparation of research tools relevant to research objectives, and research ethics were maintained to ensure the dependability of the study. The researcher also maintained reflexivity and avoided personal biases in writing this study to maintain the conformability. To ensure transferability the researcher chose participants carefully to reflect on a variety of experiences, since this could assist in getting insights that may be applicable to other inclusive learning settings.

The study employed content analysis method and descriptive statistics to make analysis of the gathered data. Data from interviews were analyzed using content analysis method and questionnaires were analyzed in descriptive statistics because often yield extensive data sources, and allow for comprehensive analysis (Creswell & Creswell, 2023). Researcher adhered to ethical considerations. The researcher received an introduction letter from Tumaini University Makumira, a letter was sent to district education of the Mbogwe district, where permission letters for visiting selected secondary schools was given. Then, participants were informed, providing them with clear information about the study's purpose, procedures, potential risks and benefits. Also, participants were given a chance to withdraw from the study at any time without consequences. Participants' privacy and confidentiality were also maintained. In addition, the researcher reported the methods, research results, and limitations transparently as well as conducting the research with integrity, avoiding fabrication, or plagiarism through citing sources and clear quoting in the research work.

4. Results and Discussion

The study attempted to find out the targets of school administrators in school self-evaluation of teaching and learning activities. Coding for participants was HS1- Head of school one, HS2-Head of school Two and HS3-Head of School Three. The results are presented in table 1.

Table 1: Targets of School Administrators in School Self-Evaluation of Teaching and Learning Activities

Responses	Frequency	Percentages (%)
Identifying strengths and areas for development	39	93
Enhancing professional learning	32	76
Promoting reflective practice	24	59
Encouraging innovation and experimentation	34	81
Data informed decision making	27	65

Data in table 1 shows the responses on targets of school administrators in school self-evaluation of teachings and learning activities whereby 93% of the participants reported identifying strengths and areas for development. An interview by a respondent remarked that; *“Through school self-evaluation we are able to identify strategies used in teaching, curriculum gaps, students’ engagement, assessment methods used by teachers and professional needs for teachers. Recognizing these allows schools to build upon and further enhance their teaching practices.”* (Interview, HS1, 11th March 2024).

The findings indicate that, through school self-evaluation school administrators identify approaches used by teachers in teaching, curriculum gaps, students’ engagement levels and applicable assessment techniques. This knowledge helps the school to establish important measures such as training programs to foster teaching and learning activities.

Also, one of the participants added that; -*“By gathering data on student achievement, teacher effectiveness, school climate, and other relevant metrics, schools make informed decisions about where improvement is needed. These insights enable teachers to implement evidence-based strategies that positively impact teaching and learning outcomes.”* (Interview, HS2, 13th March 2024).

The findings revealed that school self-evaluation help school administrators to know students’ achievement rate, teachers’ effectiveness to make informed decision for improvement and overall improved educational outcome.

Again, table 1 showed that 76% of the participants reported school self-evaluation enhancing professional learning. The results were supported by one of the participants through interview that; -

“By engaging in the self-assessment process, teachers and school leaders have the opportunity

to reflect on their practice, set goals for improvement, and engage in meaningful dialogue with colleagues. This reflective practice not only helps teachers identify areas where they can grow professionally but also encourages teachers to seek out new knowledge and skills to enhance their teaching effectiveness.” (Interview, HS2, 13th March 2024).

The finding reveals that school self-evaluation enables teachers and school leaders to know the areas of weakness and professional gaps. Knowing the available gaps foster the establishment of professional development programs such as seminars, workshops and conferences to improve teachers’ knowledge and skills.

Also, it was added through interview that; -*“Through ongoing self-assessment, a school adapts their instructional approaches to meet the diverse needs of students, foster a positive learning environment, and ensure that all learners have access to high-quality education.”* (Interview, HS3, 15th March 2024).

The response detail that, school self-evaluation enables school to adapt appropriate instructional approaches to meet students’ needs and overall educational outcome.

Again, table 1 showed that 81% of the participants reported that school self-evaluation encouraging innovation and experimentation. The idea was supported by one of the participants that; -

“School self-evaluation helps schools set clear objectives based on their findings. By understanding where improvements are needed, teachers establish specific goals to work towards. Also, help to gain insights into what works well and what needs adjustments, leading to innovative

approaches to teaching and learning activities.” (Interview, HS3, 15th March 2024).

The finding reveals that, school self-evaluation encourages teachers to be innovative and experimental to foster their knowledge and skills towards effective teaching and learning process.

Also, another respondent remarked that; -

“Self-evaluation often involves collaboration among staff members. Through collaborative efforts, teachers brainstorm innovative ideas, experiment with new teaching methods, and learn from each other’s experiences. On other hand, by engaging in regular self-assessment and reflection, schools create a culture that values innovation and experimentation.” (Interview with HS1, 11th March 2024).

The result reveals that school self-evaluation enhances collaboration to teachers that foster their innovative skills and overall effective teaching and learning process.

Furthermore, table 1 showed that 65% of the participants reported that school self-evaluation promotes data informed decision making. The results were supported by one of the participants that; -

“School self-evaluation enhances data informed decision making. By utilizing data, schools can identify trends, patterns, and areas of strength or weakness that may not be apparent otherwise. This approach helps in setting goals, monitoring progress, and adjusting strategies to improve students’ achievement. (Interview, HS2, 13th March 2024).

The findings revealed that, school self-evaluation promoting data informed decision making to enhance effective teaching and learning process.

Overall, the study revealed that school self-evaluation plays vital roles in promoting effective teaching and learning process through identifying strengths and areas for development, enhancing professional learning, promoting reflective practice, encouraging innovation and experimentation and data informed decision making.

Discussion

The study revealed that school administrators administer school self-evaluation with a target of promoting effective teaching and learning process through identifying strengths and areas for development, enhancing professional learning, promoting reflective practice, encouraging innovation and experimentation and data informed decision making.

The study indicated that school administrators administer school self-evaluation to identify strategies and areas for development. School self-evaluation enhances knowledge for school leaders on areas that need changes, for example, teachers’ competency in teaching activities. This knowledge comes out with appropriate strategies to be taken in supporting teachers and improving the overall educational outcome. Organizational theory has a crucial significance in encouraging effective school self-evaluation practices aimed at identifying strategies and areas for development (Rahman, 2020). In consistence to the findings, Setlalentoa (2014) found that, school self-evaluation provides school with awareness on areas which requires improvement and affects the educators’ professional learning as well as teaching and learning process. This also encourages collaboration between staff members and school administrators and other educational stakeholders in supporting conducive teaching and learning environment in schools (Ndungu, et al., 2015). Therefore, conducting school self-evaluation is necessary in identifying areas for improvement, identifying areas for improvement helping to establish measures in enhancing effective teaching activities.

The study further revealed that school administrators administer school self-evaluation to enhance reflective practices in schools. Reflective practices in school enable teachers to examine their teaching strategies, classroom management techniques, and student techniques and students’ engagement methods. Reflective practices allow teachers and schools to identify strengths and areas for improvement, leading to more effective teaching and learning experiences. Organizational theory emphasizes adaptive leadership, in reflective practices leaders within educational institutions requires adapting various strategies based on feedback in enhancing effective teaching activities in schools. The findings are in line with the by Agapiti and Kitula (2022) found that school self-evaluation helps teachers to identify their weaknesses and better strategies to cater their weaknesses which directly influence teachers’ efficacy and overall academic outcome. Therefore, school self-evaluation is very crucial in promoting reflective practices to teachers. By promoting reflective practices teachers have chances to improve their ability and achieve improved academic outcome.

The study also shows that school administrators administer school self-evaluation to enhance professional learning for teachers. Enhancing professional learning is necessary for school in advocating for training programs such as indoor training, workshops, seminars, conferences and supporting in-service training opportunities. Transformational leadership theory serves as a catalyst for change within school context. Transformational leadership emphasizes the role of leaders in inspiring and motivating their teams to achieve extraordinary outcomes. Professional

development opportunities are one of the ways that schools can be adopted in motivating and inspiring teachers towards effective teaching and learning processes. Setlalentoa (2014) that school self-evaluation affects the teachers' professional learning as well as teaching and learning process. Stoll and Fink (2010) indicated that schools that regularly assessed their practices not only improved instructional strategies but also fostered a culture of continuous improvement among staff. This led to enhanced student engagement and achievement. Jansen (2005) also underscored the necessity for training educators in self-evaluation techniques to maximize their potential for improving teaching and learning outcomes. Therefore, it is very vital for school leaders to ensure that school self-evaluation regular done to identify teachers' effectiveness and promote training opportunities. This will promote teachers' knowledge and skills towards effective teaching and learning activities in public secondary schools.

The study also revealed that school administrators conducting school self-evaluation to encourage innovation and experimentation. School self-evaluation enables teachers and schools in general to identify gaps in their current methodologies and explore new approaches to teaching and learning activities. This encourages teachers to experiment with different instructional strategies, curricular designs, and assessment methods. Similarly, transformational leadership theory articulates a clear vision for educational excellence that includes innovation as a core component. Transformational leadership theory encourages teachers to embrace change by demonstrating innovative practices to improve students' outcome and overall education quality. Mugo et al. (2021) showed marked improvements in student performance when schools adopted comprehensive self-assessment frameworks that involved stakeholders at all levels teachers, students, and parents. Therefore, school self-evaluation should be encouraged more to foster teachers' innovative and experimentation and improve teachers' methodological practices.

5. Conclusion and Recommendations

School administrators implement school self-evaluation with targets of promoting effective teaching and learning process. The implementation of school self-evaluation helps school administrators to identify strengths and areas for development, enhancing professional learning, promoting reflective practice, encouraging innovation and experimentation and data informed decision making. By this knowledge school administrators impose basic strategies to enhance effective teaching and learning process in public secondary schools. For example, enhance partnership with NGOs and other educational stakeholders to foster conducive learning environment. Therefore,

school self-evaluation should be regularly done so as school administrators would get knowledge on weaknesses and strengths about factors hampering teaching and learning activities and establish appropriate strategies to solve such problems to enhance effective teaching and learning activities. In addition, the study recommended that school self-evaluation should adhere to all evaluation procedures by making all education stakeholders as part of evaluation to create better interventions in implementing and achieve schools' goals. Finally, government and policy makers should have good policies that could foster effective implementation of school self-evaluation by supporting schools administrators financially and morally.

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