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School Supervision, Evaluation Report Writing and Implications for School Library Evaluation

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ABSTRACT

All schools exist to achieve certain set goals. However, there is no way the goals of a school can be achieved without putting in place certain mechanisms towards ensuring success. In the secondary school system, some mechanisms for achieving the school's goals include instructional supervision and evaluation report writing. These tools help to facilitate quality assurance in the school system. This paper, therefore, examines the concept of supervision, the purpose of supervision, the meaning of evaluation, evaluation report writing, steps involved in evaluation report writing and the implications for school library evaluation. Furthermore, the researchers adapted Androssette's notions and examined the works of other researchers on this subject matter to address the implications for school library evaluation. To ensure that the goals of evaluating the school library are met, it is reasonable to start by inquiring why school librarians should evaluate the school library.

Keywords: evaluation report writing, school library, school supervision

INTRODUCTION

Education is the greatest force that can bring about change in all spheres of human development. Educational institutions, be it primary, secondary or tertiary schools, are established to produce adequate human resources for a nation's development. In order to be able to maintain quality, supervision has been created as an instrument to guide school activities and personnel. Firz (2006) described supervision as a process of directing, helping, guiding, and stimulating growth in the subordinate to improve the quality of instruction. Beach and Reinhartz (2000) defined supervision of instruction as a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning with schools and promote the career development of teachers.

Instructional supervision is geared towards improving teaching and learning situation for the benefits of the teacher and learner. Previous studies conducted by scholars (Handel & Lauvas, 1987; Gregory, 2005; Bilesanni, 2006) showed that instructional supervision has been regarded as an essential and integral part of school administration and is geared towards improving all factors in teaching and learning. According to Glickman, Gordon and Ross Gordon (2001), instructional supervision is a service activity that exists to help teachers to do their job better. Also, Nwankwo in Ajani (2001) noted that instructional supervision is a set of activities carried out to make teaching better. It has been observed that instructional supervision is an important activity for the effective operation of a good school system. Mgbodile (2003) opined that supervision is the backbone of effective teaching and learning. The head of a school who do not embark on serious and meaningful supervision of instruction is not worth his salt as an instructional head. He is best qualified to be an absentee landlord rather than an instructional supervisor.

One of the main roles of any school supervision system is to monitor the quality of education, that is, the school and the teachers. The monitoring is expected to have a positive

impact on their quality. Therefore, supervisors form parts of an overall quality monitoring and improvement system, including other devices such as examination and achievement tests and self-assessment practices by schools and teachers. A supervisor is a person who examines others. According to Obi (2004), a supervisor can be described as a certified individual assigned with the responsibility for the direction and guidance of the work of teaching staff members. This implies that the supervisor can assist the teachers in doing their job better through collaborative efforts. Eya and Leonard (2012) defined a supervisor as anyone assigned the function of helping others (teachers) to improve on their instructional competencies. Supervisor concerns itself with the rudiments of efficient and effective management of human and material resources. Teachers are expected to demonstrate a high standard of academic excellence through the teaching process to improve their work quality.

Supervision of the school records

Public secondary schools in various states of Nigeria are supervised by supervisors from the State Ministry of Education, Post Primary School Management Board (PPSMB), among others, to bring individual teachers to minimum standards for effective teaching to ensure quality assurance in education. These supervisors are responsible for supervising the school records. According to Farrant (2006), school records are those documents that give a school principal accurate information to help him assess the progress of his/her school. In his or her duty as an organizer and administrator of the school, the principal must have accurate information to guide him and assess how his/her school progresses.

School records are official documents, books and files containing essential and crucial information on actions and events, which are kept and preserved in the school office for utilization and retrieval of information when needed (Durosaro, 2002). Such records are kept by the principals, teachers, counsellors and administrative staff. Some of these records include the following: attendance register, time book, lesson plan/note, scheme/record of

work (diary), admission register, logbook, visitors book, syllabus, result booklet, school timetable, among others. These are statutory records of school, which are prescribed by education law and must be owned by every school and should be produced on demand by constituted authorities. Some of these records are briefly described below.

- i. **Attendance Register:** The attendance register is used to record the presence or absence of students on a daily basis. It helps teachers to identify truants, absentee, regular or sick students. It is usually kept by form teachers and marked twice a day, one in the morning and one in the afternoon, to ascertain whether the student is at the school at a particular time or not.
- ii. **Time book:** This can be described as a register of attendance for teachers. It is used to check punctuality, truancy and duration of time teachers stay in the school. Time book is a simple register that provides a column for date, serial number and names of staff, time in, signature, and time out of staff. Time book promotes regular attendance and punctuality.
- iii. **Lesson Plan/Note:** It serves as a teaching aid to the teacher. It gives information on what a teacher plans to teach at a given period, and it shows teachers level of preparedness.
- iv. **Scheme/Record of Work (diary):** The scheme of work is an estimate of academic work which a teacher expects to accomplish based on the number of lessons he will have during each term. The record of work, on the other hand, reflects the actual work done by the teacher. It helps to assess how dutiful and progressive a teacher is.
- v. **Admission register and withdrawal register:** The school register of admission and withdrawal is a statutory record that contains detailed information about every child admitted as a student of the school. The school admission register must always be updated and made available for inspection when demanded for scrutiny by

educational inspectors, law enforcement agents on official assignment or any authorized person. The keeping of admission and withdrawal register is to have comprehensive details of the personal and academic background of the students. In addition, the supervisors use records to know the school population, and it serves as an index for statutory financial allocation to states from the federation account.

- vi. Log Book: The logbook is used to record main occurrences or important events in the school.
- vii. Visitors Book: This is for recording the visit of important personalities to the school.
- viii. Syllabus: This is an outline of topics to be covered in a school. It is usually set up by an examination body such as WAEC and NECO.
- ix. Result Booklet: It contains records of students' performance within a given period. It records both cognitive, affective and psychomotor domain.
- x. School Time-table: It shows activities to be performed by the school on a given day. It is drawn by an expert (dean of studies) and contains subjects taught in each class, the total number of periods each subject is taught in a week, how much time is spent on each lesson period, and the number of lesson periods per day.

The purpose of record keeping and management is to ensure that accurate and proper records of student achievement and growth, information on school activities and matters that will promote efficiency and effectiveness of the system are kept, among others. Records are important because they serve as major information tools that sustain the school and aid in achieving educational goals and objectives. Records store teaching competence and maintain the trend in the history of the teaching and learning process. School inspectors or supervisors require the records in school to discharge their functions from the available records. Experienced supervisors can follow the trend of educational development within a school. Such records also form the basis on which they offer advice to the school when they hold

conferences with the teachers, school managers, and principals. The supervisors go through the school records to make sure that they are in order. They call individual teachers attention and correct them where they are defaulted to bring them to a minimum standard for effective teaching and learning in secondary school.

Purpose of School Supervision

The school is an organization of complex activities carried out by people and coordinated by process. Thus, supervision is very necessary in school in order to improve teaching and learning. The supervision exercise records the consistency of strengths and weaknesses of teachers' performance and their ability in their discharge of the onerous task of instructional delivery (Eziuzo 2014).

The goal of supervision is that of quality control. Supervision helps the new teachers to understand the purposes, responsibilities and relationships of his position and the directions of his efforts. Supervision also gives guidance to members of the school system so that they can be self-directing and thus function effectively with minimum supervision. From the above points, it is basic that the purpose of having supervisors in our schools is to control the quality of education received by our children (quality assurance).

In the school system, the supervisors represent the interest of the government, and from them the government has adequate feedback to maintain quality assurance in the school system. Babalola (2004) stated that quality of education refers to the worth of education with reference to its input, the teaching learning-process and output/outcome. It is measured against the standard and could be seen as below, exactly or above a given standard.

Ogunsaju (1983) pointed out some of the reasons why school supervision is conducted. These include:

- i. To improve incompetent teachers.
- ii. To discover special abilities and qualities possessed by teachers in the schools.

- iii. To know the effectiveness of classroom management by teachers.
- iv. To assess the tone of the school and to identify some of the most urgent needs.
- v. To provide a guide for staff development.
- vi. To provide the ministry of education with a full picture of the institution and the part that the ministry could or should play in assisting the principal in improving the institution.
- vii. To advise the government and staff with up-to-date equipment and instructional materials which can be used to improve the quality of instruction.
- viii. To evaluate the balance and score of the achievement of the stated aims and objectives.
- ix. To advise on maximum utilization of available resources.
- x. To examine record keeping in accordance with the relevant education laws and regulation.
- xi. To ensure that public funds are wisely spent.
- xii. To fulfill the requirement for registering a school for public examination.

EVALUATION REPORT WRITING

A report is a structured written presentation directed to interested readers in response to specific purposes, aims, or requests. Report writing entails information on what you have seen, heard, done, spoken, and presented either by electronic or print media (Okoye, 2014). There is a need for report writing to account for an incident or issues that transpired comprehensively in a school. For example, in secondary schools, instructional supervision is conducted in the schools by supervisors, who evaluate teachers on statutory records, after which, reports are written based on the information they gathered. Then recommendations are made to improve the teachers' competence and other related issues in the school. The recommendations are expected to help to improve teaching and learning to ensure quality assurance in secondary school system. Therefore, evaluation report writing is an important task in school administration.

Evaluation is concerned with the assessment of results and comparing them with the set goals. Therefore, evaluation is an important process for measuring and improving performance. Odor (1995) sees evaluation as an administrative process of appraising the quality of teachers, the accomplishment of school programmes, the performance of students and the effectiveness of the school administration. This means that evaluation is concerned with the general assessment of the school programmes and staff and students' performances to see the extent to which the stated objectives are being achieved. The implication is that evaluation can be directed into two areas: school programmes and people's performances.

In school program evaluation, it should be noted that every school has several programmes that should be evaluated. Some of these programmes include instructional programme, guidance and counselling programme, curricular activities programme, and staff welfare programme. Therefore, administrators should ensure that each of these programmes is evaluated to establish their effectiveness in the realization of the set objectives.

In performance evaluation, the focus is on staff and students. Staff performance evaluation aims to assess teachers on such professional qualities as the ability to prepare and deliver lessons, use instructional materials in teaching, maintain good classroom management, undertake research activities, and participate in professional seminars and conferences, among others. Similarly, teachers should be evaluated on some personal qualities, including personal hygiene, punctuality and regularity to school, mode of dressing, honesty, moral integrity, willingness to undertake assignments, among others.

In students' performance evaluation, the focus is usually on admission, promotion, awarding of certificates, guidance and counselling, and awarding prizes. For example, before candidates are admitted into schools, they are first evaluated in terms of their qualifications, age, knowledge, experience, character, among others, to establish their suitability. Similarly, when admitted, they are later evaluated to determine how they progress from one class to

another. Various forms of evaluation devices exist and include tests, examinations, observations, interviews, and study of records, among others to facilitate the process of evaluation. Administrators can use any of these techniques to make a valid judgment about the students.

According to Enyi (2004), although no rigid format of evaluation exists, an evaluation process should normally include identification of what is to be evaluated (for examples, teachers ability in classroom management) and formulation of questions or criteria to guide the evaluation. This could take the form of observation checklists, interview schedules or questionnaires; choosing an appropriate time-frame to ensure that the evaluation period is neither too short nor too prolonged; monitoring what is to be evaluated with available resources. This is necessary because the successful evaluation of any programme can be affected if, for example, the staff are too busy to participate; data collection, using appropriate techniques as earlier suggested; collating data by arranging them in a systematic order to facilitate analysis; data analysis and interpretation; and writing evaluation report as clearly as possible. The report should contain recommendations for future improvements. Moreover, instructional supervision is necessary for effective evaluation report writing.

Steps Involved in Evaluation Report Writing

An evaluation report is essentially a formal documentation of the same process. In the secondary school system, the supervisor writes evaluation report based on their assessment of school records and supervision of teachers. Before writing the report, they ask the school for any related report that has been conducted in the past. Not only will these reports provide information that should be addressed in the current evaluation, but they can also review it to see what the organization or school expectations are in term of the degree of detail (Weedmark, 2014).

The following steps are involved in preparing an evaluation reports:

- (a) Gather and review all the data used to conduct the evaluation. While reviewing the data, you should have an idea of what the report will say and what conclusions will be presented
- (b) Identify the key stakeholders for the report: This will include those who will need the report and have a stake in its findings. Stakeholders vary but often include the heads of the organization or the principals, employees among others. Because the stakeholders are your audience, keep their questions and concerns in mind as you write the report.
- (c) Make notes of the conclusions that become apparent as you review the data. As you compile the data and write the report, it's normal for a new conclusion to emerge. Keep an open mind and let the data shape the report, rather than emphasizing data that fits your own preconceptions or goals of the stakeholders

According to Weedmark (2014) the following are involved in evaluation report writing:

- (a) Write down the heading for the "summary" or "executive summary". This is the first section of most evaluation reports, but it is usually written last. Use the section to summarize the most important points in the report after you have completed the other section.
- (b) Write the "background" section detailing the reasons why the evaluation was performed. Highlight findings and documentations that leads to the report.
- (c) Write a "scope" section describing what was evaluated and dates the evaluation was performed
- (d) Write a "reviewers" section listing the people and organizations that performed the evaluation

- (e) Write an "evaluation process" section describing the steps that were taken during the evaluation and listing tools and resources used if more than one evaluation was performed, and the process of each must be described separately
- (f) Write an "evaluation" section for each evaluation performed. There may be different types of evaluation on the same subject or different subject being evaluated. The evaluation section is usually the longest and most highly detailed.
- (g) Write a "recommendations" section, listing recommendations for each evaluation. While each evaluation can have its own list of recommendations, summarize the most important recommendation in a succinct list that can easily read and understood by all stakeholders
- (h) Write a "reference" section if needed, citing any third party resources and materials used to conduct the evaluation. This could include organization or institution policies, and mission statements on best practices.
- (i) Write an "appendix section" if needed that includes any data collected while performing the evaluation. This can often be one or more separate documents, including spreadsheets or other statutory records data.
- (j) Proofread the entire document and finalize the summary section. Give a draft copy to each reviewer to ensure their findings correctly documented before printing a final version of the report.

IMPLICATIONS FOR SCHOOL LIBRARY EVALUATION

To discuss the implications of this research for school libraries, the researcher adapted Androssette's (1987) notions and examined the works of other researchers on this subject matter. Androssette (1987) suggested that in order to ensure that the goals of evaluating the school library are met, it is reasonable to start by inquiring why school librarians and documentation specialists should evaluate the school library. First, since quality control is

important for effective management, librarians in the administrative cadre are expected to assess the quality of the library services provided to the students and staff. So, librarians must collect significant and purposeful information on the quality of library services offered to students and staff to ascertain whether the library objectives are being attained.

Second, evaluation aims to provide the librarians with systematic information necessary to evaluate the quality of services without prejudice and make a rational decision (Androssette, 1987). Equipped with sufficient information, librarians can decide on reasonable remedial actions to take in order to improve the quality of library services provided to the students and staff. Third, since evaluation aims to improve library services' performance, it can serve as a management apparatus that enables library staff to ascertain the extent to which they meet users' needs and identify gaps and unmet information needs for improvement (Androssette, 1987). Fourth, evaluation of library services is essential due to limited financial resources (Androssette, 1987). Given the problem of limited financial resources, librarians must rationalize the financial resources allocated to them with respect to the objectives set and results expected and show that the services they provide using the allotted resources correlate with the anticipated outcomes.

Furthermore, there are checklists for conducting school library evaluations. One of the easily accessible checklists, the "School Library Evaluation Checklist", can be used to ascertain the areas where the school library's strength lies and where improvements are required yearly (American Association of School Librarians, 2018). The elements of this checklist are segmented. As a result, school librarians, administrators, and supervisors can effortlessly spot the joint responsibilities of all stakeholders at the school, community, and state levels. In addition, the checklist can be very helpful when completed by the school librarians who work with others in the school library community.

School librarians must be part of performance evaluation whose goal is to determine educator effectiveness (Church, 2015). The school librarians must make every effort to see that the tools and procedures used for evaluation tools enable them to properly carry out their responsibilities and be determined to utilize the data obtained to record how much they promote learning among students (Church 2015). For school librarians to realize their capacity as school leaders, they have to influence their colleagues' practices. They must be proactive in creating situations in which they can gather, analyze, and utilize data regarding how they impact student learning (Moreillon 2016). Finally, in order to make the best use of their leadership position, school librarians must seek out instructional collaborations that would enable them to co-plan, co-teach, and co-assess student learning outcomes (Berg, Kramer & Werle, 2019).

CONCLUSION

Supervision and evaluation report writing in schools is very important. This is because recommendations from the reports facilitate quality assurance in the school system. In order to ensure that the goals of evaluating the school library are met, it is reasonable to start by inquiring why school librarians and documentation specialists should evaluate the school library. In addition, school librarians should demonstrate the efficiency of library activities and show, through detailed investigations, the quality of services provided to the students and staff.

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