

# SELF-EVALUATION IN MANAGERIAL WORK WITHIN EDUCATIONAL INSTITUTIONS

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## Abstract

*The article deals with the self-evaluation in specific conditions of school environment. The authors point on the evaluation as a part of managerial work as well as a tool leading to the positive changes within educational institutions. The article provides recommendations in managerial activities within their systematic realisation.*

## Key words

*educational processes, pedagogical evaluation, action plan, school partners*

## Introduction

Schools as well as organisations can be seen from the social, theoretical, organisational and economic views. Each school represents a transformation system with a social element where the provided services focused on the realisation of curriculum are based mainly on the quality of processes realised at schools.

Unlike organisations, the evaluation of schools seems to be the specific problem as only one evaluation tool cannot provide the evaluation of all processes realised at schools. The school environment does not change only with time or place. The meaningful evaluation becomes not only a tool for quality assurance of schools but also a tool for providing perspective existence of the educational institution.

## Evaluation in educational environment

The meaning as well as the purpose of educational evaluation can be described by the following questions (3):

- What is the real product of education system?
- What are long-term effects of educational programmes?
- What are the possibilities of evaluation within educational processes?
- What differences (if any) are there within outputs of state and private schools?
- Do the educational standards and tests help within the improvement of quality?

- What is the level of reached outputs within education?

On the other hand, a quality school regularly finds out, respects and tries to fill the expectations of each school partner within all the processes related to its behaviour (4). What is more, the real improvement comes from the inside of an institution. If there were impulses from the outside environment, there would be rather formal and short-term changes (2).

One of the conditions of the qualified management in an institution is its monitoring. Some inspections of the schools are based on the law, others are optional. While in the past there were mainly inspections used, today the schools need also the cooperation with all the school partners. To make a school successful, action plans based on school targets and visions are to be created. The practise has shown that the action plans should be flexible, allowing operative steps, reflecting impulses of inside and outside environments and in accordance with the knowledge of the modern society.

Evaluation processes within educational institutions can be divided into specific areas (3):

#### TYPES OF EVALUATION

Table 1

	<b>Evaluation</b>	<b>Description</b>
1	Curriculum Evaluation	It is based on what a didactically aimed research of learning and educational targets has analysed so far.
2	Educational Process Evaluation	It is based on determining and evaluating of conditions within educational processes in school and other environments.
3	Evaluation of Educational Achievements	It is considered to be the main part of educational evaluation. The evaluation is based on educational standards or reached educational targets. The evaluation is focused on immediate outputs within educational processes.
4	Educational Effect Evaluation	It is based on evaluating long-term results of educational processes.
5	Evaluation of Schools (Institutions)	It is based on evaluating of quality as well as school effectiveness. The evaluation of higher education has an important role.
6	Evaluation of Learning Environments	It is based on the fact that each educational process is realised in a specific situation and in a specific psychosocial climate.
7	Evaluation of Needs Assessment	It is based on determining, monitoring and analysing of educational needs of each person or different groups.
8	Evaluation of Pedagogical Research	It is based on evaluating levels and results within pedagogical research itself.
9	Evaluation Based on Education Indicators	It is based on using different determined indicators for quality evaluation.
10	Textbook Evaluation (Learning Materials Evaluation)	It is based on analysing and interpreting of objectively measurable parameters of textbooks and other learning materials.
11	Evaluation of Alternative Schools	It is based on evaluating and comparing of state and private schools.

## **Recommendations for self-evaluation**

Self-evaluation also deals with school programmes and targets. In an ideal example, it should be based on the motivation of all partners as well as involved school management. It should reflect to the needs of an educational institution and all the schools departments should be involved within the self-evaluation. Thus, each employee of a school should be involved in the evaluation processes.

Evaluation processes of a school should start with considering an existing situation, trends, threats and possibilities which an educational institution deals with. Consequently, desired changes should be determined. As for planning and determining the future strategy of an educational institution, it is necessary to provide the survey of outside threats and possibilities as well as considering strengths and weaknesses.

Some tasks in a school are realised by individuals, others by groups (departments, etc.). That is why the following is considered to be important:

- to provide a coordination within all the school members,
- to synchronise individual interests with school targets,
- to divide partial tasks,
- to provide necessary motivation, communication and interest.

As for school management, the following recommendations are also important (1):

- to know targets of self-evaluation processes,
- to inform employees why are those processes realised,
- to provide the realisation of self-evaluation processes with a clear target,
- to focus on learning processes,
- to fill school partners demands including the external environment,
- to involve all school partners within self-evaluation,
- to involve an independent critical member,
- to evaluate self-evaluation activities systematically,
- to provide employees enough time for planning, realising and evaluating of all activities.

When realising a self-evaluation, some practical and organisational problems may occur. However, they can contribute to the development of pupils (students), teachers as well as the school itself. To realise a successful self-evaluation of educational institutions, the following steps and rules should be considered (4):

- the school management does not have to be a part of self-evaluation group as it can delegate powers on an individual or a group,
- the self-evaluation is an important process which should help a school even all the school members are not involved in that process,
- the activities within self-evaluation should be prepared and planned to be flexible,
- the targets should be determined to be realisable,
- the analysis of what school members know about their school should be at the first place,
- the self-evaluation cannot threaten individuals because tasks and processes are evaluated,
- the self-evaluation is a team work and its success is based on team management,
- the systematic information about the self-evaluation process should be provided to all the members involved in that self-evaluation,
- the evaluation report should be the result of self-evaluation processes,
- the universal type of self-evaluation does not exist as there are only general principles which a school should connect through the practise.

## Conclusions

As for a managerial view, self-evaluation processes should be realised to make an educational institution unique and all the employees should be evaluated based on identifiable outputs. The role of schools, provided study programmes as well as educational institutions is always unique, different from others.

Self-evaluation processes include regular and systematic processes based on different mutual activities in which all the school partners are involved. As it also provides a feedback of daily work, it becomes the tool of school development. One of the managerial assumptions of self-evaluation processes is to support and develop teachers within their own development which is based on their effort and experience.

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