

**TRNC
NEAR EAST UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
EDUCATIONAL ADMINISTRATION, CONTROL, ECONOMY,
AND PLANNING**

**A RESEARCH ON THE OPINIONS OF TEACHERS ON
PRIMARY SCHOOL PERFORMANCE EVALUATIONS IN
BENUE STATE, NIGERIA**

MASTER THESIS

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ACKNOWLEDGEMENT

I would like to express my gratitude to all those who made it possible for me to complete this thesis. I am firstly grateful for the grace of God Almighty. It was through His mercy that I had the strength, and wisdom to write this research.

I would like to express my gratitude to my mother Madam Stella Shimave, who made it possible by giving me all necessary support and assistance needed to complete this thesis work.

I am grateful to my Pastors Jude Igwe, Andrew and James Swanson, Raymond Obindo for all their prayers.

My supervisor Assist.Prof. Dr Esen Sucuoglu I extend my sincere appreciation for all her support. Her proven experience and constructive criticism in respect of supervision assisted me in completing the work on schedule.

To all my lecturers, most especially Prof.Dr. FahriyeAltinay. I am also grateful for your patience and unflinching support throughout my programme.

I'm glad to have met you Dr Mrs. Hiko, thank you thank you for your encouraging words truly all is well even in the well.

I would also like to thank my dearest friends, sisters and best pals Jenifer, Mson, Chinelo Jude, Victoria Nyajeson, Regina Japheth, Usa, Falu, Doofan, for standing by me throughout the period of my thesis. Words cannot express how grateful I am. May God bless you abundantly my friends.

My colleagues from the department, the Registration Office, The Institute of Graduate Studies and Research supported me during my research work. My thanks go to for their help, support, interest and valuable hints.

ABSTRACT

This current research examined the opinions of primary school teachers on the evaluation of primary school's performance. Recently the performance of many primary schools has not been promising. Diverse kinds of school management are being administered in Nigerian schools to ensure maximum performance in its educational system. In spite of the established methods put together to improve primary school's performance, its after effect has resulted in a down beat impression on its ability to be a tool for a nation's development. One of the effectiveness of evaluating performance in schools focuses on teacher's opinions of the effect of performance in the school. A Quantitative analysis was used in the study. 200 questionnaires were administered to teachers from the selected primary schools using random sampling, but only 161 questionnaires were valid. The data collected were analyzed using IBM SPSS version 21.0 and descriptive statistics to measure teachers' opinions on performance in primary schools using four variables.

Keywords: Teachers, performance, evaluation, primary school, students.

ÖZET

Bu güncel araştırma ilköğretim okullarında öğretmenlerin ilköğretim performanslarının değerlendirilmesine yönelik perspektiflerini incelemiştir. Son zamanlarda pek çok ilköğretim okulunun performansı umut verici değil Eğitim sisteminde maksimum performans sağlamak için Nijeryalı okullarda çeşitli okul yönetimi uygulanmaktadır. İlköğretim okullarının performansını iyileştirmek için bir araya getirilen yöntemlere rağmen, sonrasında ortaya çıkan sonuç, bir ulusun gelişmesi için bir araç olabilme yeteneği üzerinde aşağılayıcı bir izlenime neden oldu. Okullarda performansın değerlendirilmesinin etkililiğinden biri okuldaki performansın öğretmen algılamalarına odaklanmaktadır. Araştırmada kantitatif analiz kullanılmıştır Seçilen ilköğretim okullarındaki öğretmenlere rastgele örneklem kullanılarak 200 anket uygulanmış ancak sadece 161 anket uygulanmıştır. Toplanan veriler, öğretmenlerin ilköğretim performansını dört değişken kullanarak değerlendirmek için tanımlayıcı istatistiği kullanarak IBM SPSS 21.0 sürümü kullanılarak analiz edilmiştir.

Anahtar Kelimeler: Öğretmenler, performans, değerlendirme, ilköğretim, öğrenciler

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ABBREVIATION

NPE: National Policy on Education

NBPTS: National Board for Professional Teaching Standards

OECD: Organization for Economic Cooperation and Development

TALIS: Teaching and learning international survey

POSDCORD: **P** Planning, **O**rganizing, **S**upervising, **D**irecting, **C**ontrolling, **O**bserving, **R**eporting and **D**eciding.

NAEYC: National Association for the Education of Young Children

ICT: Information and Communication Technology

CHAPTER I

1. INTRODUCTION

1.1. Problem statement

The Federal Republic of Nigeria is a country in the western region of Africa; It shares borderlines alongside Benin, Niger, Chad and Cameroon. Nigeria is segmented into 36 called States having one Federal Capital Territory located in Abuja. The capital of Nigeria is Abuja, the biggest city is Lagos. In 1850 Nigeria came under British rule, and got her independence in 1960. However, some British control is still detectable in the system, especially in the educational structure. The educational system of Nigeria swapped in 1982 to the American system, and in recent years, Nigeria has encountered political alterations. These political problems, among many, have affected the educational system adversely, ranging from inadequate materials and human inputs, It has suffered, for instance, unavailability of trained teachers and brain drain from the public sector. The Nigerian government has then affirmed education as one of its top agenda and has been working on the education system to avail access to all levels of education and enhance the quality as well as proficiency of the whole system. The Federal government, The State, The Local government, individuals and private organizations are responsible for educational institutions. The education policy in Nigeria is solely based on the National Policy on Education (NPE), to which the policy has been improved on in 2013. The Universal Basic Education was introduced in 1999, which brought about free and mandatory education for the first 9 years, This included primary as well as junior secondary education. Since 2013, one year of pre-primary education was made mandatory as well, thus making the first 10 years of education mandatory. This involves only children aged 5 to 15. Pre-Primary, Primary and Junior Secondary Education are jointly named Basic Education.

Benue state is a state in the mid-belt area of Nigeria with a populace of about 4,253,641 according to 2006 census. It is occupied mainly by the Tiv, idoma along with Igede peoples, who converse in Tiv, and Idoma, Igede in that order. The name of the

state was derived from the Benue River and was created from the previous Benue-Plateau State in 1976. Makurdi, the state capital was established in the twenties and achieved prominence in 1927, when it became the headquarters of the then Benue region. Being a waterway, it attracted the establishment of business depot by company such as United Africa Companies of Nigeria and John Holt plc. In 1976, the town became the capital of Benue State and today, doubled as the headquarters of Makurdi Local Government Area.

One of the effectiveness of evaluating performance in schools focuses on teachers' opinions of the effect of performance in the school. Lustick and Sykes' (2006) evaluation of the NBPTS established that if teachers that are involved in the certification process apply what they had learnt and believed in the classroom and their new-found enthusiasm for teaching and learning this will improve the performance in primary schools. The OECD's Teaching and Learning International Survey(TALIS), which involved 90,000 secondary teachers and principals across 24 countries found out that the greater the emphasis placed on teachers and their method of teaching as well as the result obtained from evaluating the process, the greater influence it has on teachers as well as the pupils, and the teachers tend to believe that it has an impact on their methods of teaching. This provides useful insight into the formative aspects of appraisal and the extent to which teachers believe the process assists in developing their practice.

Recently the performance of many primary schools has not been promising. Diverse kinds of school management are being administered in Nigerian schools to ensure maximum performance in its educational system. In spite of the established methods put together to improve primary schools' performance, its after effect has resulted in a down beat impression on its ability to be a tool for a nation's development. This study seeks to examine the opinions of teachers on the evaluation of primary schools performance bringing possible recommendation that will be used to solve its problems.

1.2.Problem sentences

1. To what extent does the teacher evaluation of the school administrative system affect the performance of the school?
2. To what extent does the evaluation of the learning process and performance affect the performance of the school?
3. To what extent does the evaluation of the school curriculum and implementation affect the performance of the school?
4. To what extent does the performance assessment affect the performance of the school?

1.3. Purpose of the Research

This research aims at evaluating the performance of primary schools. In this study quality will be measured as a common frame work to realize school management and efficiency. Hence, the study will establish an understanding of the existing performance evaluation of primary schools in extending quality, in conditions of the opportunity, and traits. This quantitative research employs questionnaires through measuring SPSS analysis that will be used to evaluate the performance in primary schools.

1.4.Significance of the Study

Because of the expansion of primary school education in Nigeria, maintaining the standards of performance in primary schools has created more challenges in the educational sector. Having taught in the primary school for a while, the researcher has experienced an alteration in teacher's understanding of the different performance issues in schools, e.g. student achievements, effective teaching and improving classroom practices. Teachers argued differently, depending on their level of attainments, or information they have on the subject matter or subject area.

The study will be useful for the following:

To Improving accountability in the primary educational sector, which will provide information on the performance of individuals, schools and/or the school system as a whole. This study will serve as a wakeup call to all professional bodies and educationalist, so that those responsible for the implementation, monitoring, and maintenance of excellence in primary education rise to their duty.

Another reason for the study is the expansion of primary schools in Nigeria. This expansion has caused additional problems to the level of performance in primary schools. The study aims at making known the teachers' views on the expansion and how it affects the performance of primary schools. It will also form a reference point for the increasing demand for research in the area of primary school education. However, the existing research is only on primary school education that has been reviewed (Malekela, 2000; Wedgwood, 2005, 2007; Sumra and Rajani, 2006; Hakielimu, 2007), but none of these mentioned the opinions of teachers. Hence, this study includes writing and filling up the existing gap by examining notions from primary school teachers. Creswell (2008) stated that research is essential in education as it creates new knowledge as well as proposition for advancement.

The study will help schools to reconsider the proficiency of their activities with a desire to improve and maintain development, calling all authorities responsible for school inspection or supervision to report school performance to key stakeholders, thus promoting the clarity of school work which will bring about the spirit of responsibility and give the educational board a good grasp of the existing state of primary school performance, thus providing schools with appropriate support and enhancing the quality of school education which will encourage constant self development among the teachers in primary schools through establishing an efficient preparation, implementation and assessment routine.

The reason for examining teachers' opinions emerges from the opinions that the understanding of any observable fact lies in an individual's opinions (Marton, 1981). Furthermore, the understanding of any fact is able to guide to development (Peters, 1992). Eklund-Myrskog (1996) observed that opinions are the means people experience or understand a particular incident. These are overall views that individuals

have of a phenomenon. Pratt (1992), cited in Kember (1997), also describes conceptions as specific meanings attached to a phenomenon. In this case, the opinions of teachers on the evaluation of primary school performance is the phenomenon in focus in this study. The study will also upgrade efficient and confirmed school self-assessment in accordance with the desire of school-based management helping schools to check thoroughly their advancing goals and capabilities of vital endeavors carried out in order to improve school development ideas for the enrichment of students learning effectiveness.

1.5. Hypothesis

1. The administrative system remarkably affects teachers' performance
2. The learning process does not significantly affect pupils' performance
3. The school curriculum and implementation affect the performance of the students
4. The assessment tools do not significantly affect the pupils' performance

1.6. Limitations

Every research contains certain limitations. Limitations in this research are:

1. Teacher's perspective of the performance of primary schools.
2. 139 primary school teachers were involved.
3. Makurdi, Benue State.

1.7. Definition of terms

Primary Education: In Nigeria, primary education can be defined as the education given in an organization for children aged 6 to 11 plus. Because the rest of the education system is built upon it, the primary level is crucial to the accomplishment or breakdown of the whole system. The span shall be six years (FRN, 2004:14). Okujagu (1997:12) compared to the foundation of a building, that will dictate the number of story's an extensive building can carry. Foundation refers to primary education and extensive

building to the whole system of education. Primary education is a vital element of Nigeria's Universal Basic Education.

Evaluation: It is the gathering of investigation and explanation of data about any feature of a design in education or preparation as part of a well-known method of determining its validity, its productivity and any other results it may have. (Ellington, Percival and Race, 1988).By 'evaluation', we understand a general process of systematic and critical analysis of a defined subject that includes the collection of relevant data and leads to judgments and/or recommendations for improvement. The evaluation can focus on various subjects: schools, school heads, teachers and other educational staff, programmes, local authorities, or the performance of the whole education system

Performance evaluation: It is a systematic evaluation of the individual with regard to his or her performance in the job and his potential for development.

CHAPTER II

2.THEORETICAL FRAMEWORK

2.1. Definition of performance evaluation

Institutions are managed and directed by individuals. It is in this course that aims are lay down and intents are apprehended. The operation of an institution is therefore reliant on the whole total of the ability of its components. The achievement of an institution will consequently be determined by the capacity to evaluate precisely the capabilities of its components along with using it without prejudice to increase or upgrade them as an imperative source (Biswajeet 2009). Currently extremely spirited setting, institutions have to guarantee climax abilities of their students (employees) constantly to be able to withstand challenge along with remaining successfully in organizations (Prasad 2005). The ability of a person can be explained as the proof of result created to suit the precise purpose or actions throughout a particular period (Bernardin 2007). The expression performance is seen as the total of result fashioned throughout a definite phase of their career not regarding to the qualities, individual uniqueness, or proficiency of the student. The appraisal of student abilities makes known the input of student into their educational pursuit and also that of the school goals. Student cannot effectively learn only when presented with the outcome of their performance. People generally do not learn unless they are given feedback on the results of their study. For counteractive reactions, evaluation ought to be made available and it must record equally achievements along with failures (Biswajeet 2009).

Assessment is the estimation of value, excellence or the good point, so that performance evaluation of students denote the assessment of their abilities achieved throughout a definite phase. In an institutional perspective, performance assessment is a methodical assessment of students by teachers or others that recognize their abilities (L.M. Prasad). Performance assessment is also portrayed as worth ranking in which a person is ranked as superior or bad in contrast to others.

It is one of the ancient and appropriate ways of enhancing performance known worldwide (Tripathi 2005). The procedure make known how to help students focus

when the performance measured up to the fixed scheduled guidelines (L Mathis & John H. Jackson). Value ranking is employed essentially for encouragement of students. Nevertheless, performance assessment is an extra expression for such actions, for the reason that its uses further than making certain the fitness for advancement (Prasasd, 2005).

As stated by Beach (1980), Performance assessment is an organized valuation of the student in connection to his or her performance along with his capacity for improvement. Universal and performance assessments are utilized in almost all institutions. There are diverse apparatus and amount of objectives that performance assessment is centered to scrutinize in a person's performance and abilities of improvement.

The center of the performance assessment method consent to an institutions' standards and assess each student based on their accomplishments during an exact phase (De Vries et al. 1981). As a result, utilizing an official scheme for performance assessment has a lot of benefits if it is planned and applied appropriately. Not merely for prize distribution or promotion, but because it might enhance student dedication and fulfillment (Wiese and Buckley, 1998).

Acquiring knowledge is a result of interrelationship. Depending on the methodological analysis which is core to the learning plan, learners may relate with teachers or trainers, and with several individuals. a lot of educationalist apply massive sum of exertion to manipulate the extent of acquiring knowledge to take full advantage. In spite of the methods utilized, a sequence of issues constantly come up: if the courses are helpful? If it is able to suit to the desires of students? How it can be maintained to efficiently meet their desire? Which interrelationship will best suit their desires? If it can be enhanced?

Conventional methods that are employed to in respond to these issues have concerned student appraisal, the investigation of positions and abrasion ranks and along with, teachers' opinions are frequently collected at the closing stage of every lesson. As a result, the assessment and investigation of learning has experienced inadequate

measures of information demanding students and teachers' are eager to split at the end of a lesson; the inadequate value of this self-reported, display of information, along with an important holdup (usually in a session) involving the actions are accounted for and the execution of an involvement. A great figure of learning property is shifted to the internet. Nevertheless, an exceptional quantity of information surrounded by these connections can now be accessible. This is mainly accurate in regard to distance education in which a large extent of part of the communication is done through the use of the computer. Lately, awareness in how these facts can be utilized to advance teaching and learning can be observed as an exceptional increase and the springing forth of the path of learning analytics. In other fields of study, analytics indicators are by now allowed for the numerical appraisal of rich information basis and the recognition of models within the information. These models are then utilized to improve forecast of upcoming actions and formulate knowledgeable assessment designed to develop results (Educause, 2010).

Related Literature

2.2. Primary School

The main targets of elementary school have not reached an accomplishing stage in several third world nations. These setbacks are quite connected with poor transformation activities due to insufficient resources both in manpower and finance, and lack of practical and achievable developmental plans (Brook Napier 2005). Other challenges were related to poor policy, infrastructures and economic conditions, especially in the western, eastern and southern parts of Africa, where female, under populated areas and few tribal groups were under developed educationally (Naidoo 2005).

Several steps taken to transform the educational system of the under developed nations have proved abortive, very complex and unsettled due to poor living conditions, economical mismanagement and malpractices, western influence, urbanization and over growing number of people, huge outstanding payments child labor and civil unrest. Under such circumstances children, especially the females were denied entry into

standardized elementary school training. There are also shortages of qualified teachers but some of these prevailing challenges highlighted above may not or may be practically vital because different countries have their different peculiar problems (Naidoo 2005). But in order to gain more economic advantage and prosperity in the atmosphere of contest globally, it is very crucial at this point to understand the urgency to acquire many dynamic knowledge and this is connected to the main objectives of elementary schools as detailed in Chawla-Duggan and Lowe (2010). Thus, it was recommended by OECD/UNESCO (Organization for Economic Cooperation and Development/United Nations Educational, Scientific and Cultural Organization) that there are significant relationships linking education and mercantile capability as exist in average income nations and these impacts are in collaboration with the advancement in advance elementary schooling system, applied science advancement and internationalization.

2.2.1. Knowledge On Educational Programme In Primary School

There is a clear ideological difference linking essay examination and tutored educational programme. The first is concerned with paper evidence while the latter is basically on program of study. Tutored educational programs widely cover areas of studying, training, academic communities, teaching profession and evaluation approaches (Fiala 2006). The essay educational programs are the fundamental motivational factors that determine the ways and manners the pupils are educated and acquire knowledge. Strategy is always underrated through strategy managers or disregarded by school instructors (Baker and Wiseman 2005). Outside goals from the perspective of sociology, customs and instructional strategies determine the ways a documented educational program should be instructed (Baker and Wiseman 2005). Teaching variations are determined by the instructors' activity and perception – which could be well understood or not; It implies the value of teaching on the instructor and sustainable career advancement (Fullan's Words 1991:117). However, as recommended by Eaude (2012). Understanding is step by step, through steps of activity and individual/interactive understanding of one individual and collective ones. These are assessed and connected to instructors; logical approach and individual/interactive

understanding are also connected to pupils studying depending on feelings, thinking and application of knowledge in clearer perspective.

2.2.2. Educational Program Goals And Vision In Elementary School

It is noted that the outcome of educational plan is mostly influenced by Governmental activities instead of existing goals and vision. It was contended that educational program/plan should be restricted to the goals, concepts, strategies and thorough implementation with existing education system that are corporately and actively driven by vision, principles and expectations (Alexander 2010). Fundamentally, the goals of elementary schools appear to be easier and wider in scope particularly for a far period of time not on a close-range basis. Thus, diverse goals and visions may be somehow contradicting one another particularly with the study program or plan. The main goals of elementary schools are understanding and acquiring the foundational skills by the pupils in the areas of civic and moral education (Eaude 2012).

2.3. The Concept of Teacher Effectiveness

Hindrances on the way of the teacher discharging his duties in his work place like a teacher in Benue State primary school, more than their effectiveness in their job, are the concern of this research. Teacher effectiveness is considered in the light of the meaning, the role of the effective teacher and those things that stand on the way of the teacher in performing his/her role. Teacher effectiveness is not easy to define owing to the complexity of teaching itself. Many writers have attempted to define effectiveness in teaching in their perceptions of the concept.

Effective teaching, according to Brown and Atkins (1993), is evaluated in terms of prescribed objectives of teaching, usually cognitive, affective or psychomotor, which makes it impossible to be contained a single definition. Another reason for the difficulty in getting a single definition of effective teaching lies in the value system of those who evaluate teaching and categorize it under good or bad. Good teaching however, reflects in students' performance and as a result, a good teacher should assist learners to do well in tests and examinations.

In consonant with the foregoing, Akuezuilo (1999). Suggested that good teaching produces learning, that is, teachers can be evaluated by student performance. If students show signs of having learnt meaningfully, then the teacher can be said to be effective. In the words of Ezeocha (2001).The three domains in teaching- cognitive, affective, and technical components must be recognized by all teachers termed effective, so that learning can be presented through the use of a variety of activities.

Wilson (2000).Introduced the notion of “quality delivery” in teaching that has to do with a variety of objectives; whole class instruction, group activities and individual attention, and any teacher that is able to accomplish these objectives will be considered effective. There is a relationship between the teacher, the degree to which a teacher uses desirable skills in task performance and the level of student achievements in examinations. Teachers, in this respect, are seen as having innate tendencies for effective teaching which are further added to through training but a person who is born to be interested in working with people and who has personal characteristics such as patience, love for children, interest in helping others, a sense of humor, a pleasant personality, smartness, sympathy; alertness, good human relations, and emotional stability among others, will certainly be more effective as a teacher. Such attributes as skills in imparting knowledge, scholarliness, good judgment and professional ethics can be acquired through training. An effective teacher is thus born and made (Denga 2002).

Fordham (2003), recognizes two of categorized teacher tasks as instructional and managerial. The primary target of secondary schools is classroom teaching, with lecturing as its major characteristic, the use of which educationalists have criticized owing to its concentration on verbal presentation, not impacting the other senses and thereby not promoting meaningful learning. Teaching encompasses speaking and hearing for a better understanding.

Alexander and George (2001).Feels that many goals of teaching can be accomplished using a variety of methods, whole class instruction for basic skills, individualized instructions for individual responses, self-discipline and personal creativity, small group activities for group dynamics, learning to get along with others and enhancing citizenship and community spirit and individual attention to take care of

student's idiosyncrasies and to help them grasp topics covered in the curriculum contents. To attain the above goals, the use of a variety of instructional techniques and teaching aids is essential. Lectures ought to be complemented with such activities as questioning, role plays, demonstrations, use of audio and visual aids, book reviews, experiments, projects and field trips.

To assess student understanding, the use of continuous assessment and testing to evaluate students' grasp of what has been learnt is very essential. These tests are varied and have various reasons for which they are conducted. Testing can be done orally, written or in laboratories to monitor student progress, to motivate or promote students, for guidance and counseling or to assess teaching. Responsibilities of management extend even to class management-a very important activity, and students emotional needs. Orderliness in class helps the teacher discharge his teaching duties without hitches and in a calm atmosphere (Orseer2006). The bottom of all said about the duties of a teacher, is that an effective teacher is one who carries out these duties to the maximum and one whose students exhibit high learning outcomes in achievement tests. Various studies discovered that teacher effectiveness is related inborn features and those who lack these tendencies work hard to attain them for effective performance. They include: mental alertness in detecting praise worthy as well as anomalous behaviors among children, emotional stability and poise, sympathy, kindness and empathy, ethical and professional behaviors, considerations and generosity, flexibility, verbal fluency for communication, personal attractiveness which easily helps pupils want to learn, good and balance judgment (fairness), physical energy; Scholarliness; objectivity and consistency in all his dealings, forcefulness, dependability, Patience and tolerance, democratic and cooperative (but firm when firmness is called for); Highly capable in his subjects (imaginative and clever), cheerful and good humored, capable of motivating students (stimulating personality),avoids sarcasms and denigrating language (minds his language), confident and self-actualizing, acceptance of self and others, good understanding of the pupils.

In developing an instrument for assessing the effectiveness of primary school teaching by students and principals, Okoli (1990; 31) proposed six criteria of teacher

effectiveness concisely as follows: Personal attributes; he should be regular, punctual and healthy, teaching principle and skill, he should write clearly, be audible, logical and involve students. He should use instructional materials and prepare well. Knowledge of subject; explains well, teaches all topics, uses more than one book and is confident. Knowledge of the learner; seeks to understand students, uses increasing activities, gives clear instructions and is available to students. Inter-personal relations; Objective in marking, rewards and punishment concerned with student poor performance, sympathetic and approachable Evaluation methods, tests regularly, tests only matter taught; fair in grading, returns and discusses test. An effective teacher is rated using these obvious and noticeable attributes. Generally, the display of these characteristics alongside the discharge of his teaching assignment coupled with the degree of learning displayed by students in achievement tests, together; qualify one to become an effective teacher. According to this view, Farrant (2000).States that learning affirms teaching and both are two sides of a coin. It is expected that the teacher is knowledgeable about his subject, the methods he will use to impart this knowledge and how to evaluate what level the students have attained in grasping what they have been taught and have remedies where necessary to certify that a good number of the students have a good grasp of the topic/subject to the extent of passing any examination on it.

Phillip, Juan and John (2001), agree that teacher effectiveness is closely in line with administrative machinery as the focus of school management. It is, therefore, a matter of necessity for powers to recruit teachers with good personal and professional characteristics, matching it up with good working conditions, all-round favorable to teachers, at the same time teacher effectiveness controlling, affirming that recognized responsibilities are well done. Ezeugbor (1995).Attests that teacher effectiveness can be affected by administrative problems such as poor facilities, lack of supervisors, high enrolment, inadequate staff and poor working conditions, and creating hindrances to effective teaching. Bukar and Buba (2006).Also identified large class sizes, lack of teaching aids, inadequate textbooks, technical equipment and funding, as factors that may render even a teacher with all the necessary personal and professional characteristics in- effective.

2.4. Performance evaluation

Beach (1980). Explained performance evaluation as a methodical assessment of an individual in proportion to the individual's capacity as well as his\her competence for improvement. An unremitting procedure during which one is able to recognize, determine and develop the individual's ability in an institution is performance evaluation. Presenting educational advancement, student's accomplishments identification and giving them usual responses are a few of the functions of this procedure (Aguinis, 2007; Lansbury, 1988).

Features or abilities of the student that are developed during a definite time of learning are termed as performance. The assessment of a student achievement reveals his\her involvement in accomplishing the institutional goals. An individual's capacity can never be enhanced until he\she is provided with criticism for conduct. Responses have to be presented incessantly for curative actions and they must envelop equally positive and negative sides (Biswajeet 2009).

In an individual's major development, education performs a significant part. It develops the effectiveness along with the output of each student so as to get a trained human resource that pilot the economy in the direction of a prolonged economic growth. The state of the educational structure is not encouraging in Nigeria like other growing countries. The pitiable performance of this segment can be foreseen as there is shortage of appropriate schooling supplies, small registration for membership at the primary level, insufficiency of qualified instructors, wide distinction amid areas and sexual category as well as pitiable groundwork.

Every student performance in an institution is vital leading to the achievement of that institution. In this vibrant setting, it is incredibly essential for an institute to continue to exist to use its capital successfully and competently. To realize an institutional objective, the assessment of capital is as well extremely significant. As major priceless and complex source of an institution is human resource, likewise it is central that the institution carries out a performance evaluation which is necessary and difficult. (Toppo&Prusty, 2012).

In this present day to picture education without employing performance pointer is a means of organizing as well as developing the educational performance in schools. Nevertheless these are dissimilar from the preceding actions e.g. given out information on achievement pace of assessment. Performance evaluation pointers recognize styles as well as support modification. Various methods are employed by leaders to gather information on the implementation of educational structure. Present type of performance evaluation, has beginnings in consideration for poor performance in education in a progressively viable international economic situation. (Ozga, 2003).

The outcome illustrated in other levels of education, the classic techniques of performance evaluation do not work out well. So, the forms and techniques of the performance evaluation methods need to be enhanced towards the requirement and expectation of the institutional structure and ought to be pursued by introducing the method that agree to a procedure of methodical modification and conversion of the institution. (Mapesela&Strydom, n.d.).

Hattie (2003), stated that learners who are taught by professionals show thoughtful perception outlined in the information that is coherent, incorporated, having higher ability to grasp the idea than those students who are not taught by professionals. So, educational institutions have to guide their staff to improve their rates of performance and furthermore to offer excellent education to students. According to Donald et al (2005) teacher efficiency can have an effect on the institution's syllabus, materials as well as managerial headship.

Sarwar et al (2010), stated that there were numerous issues likely to influence student performance particularly by untrained instructors. These issues are overload, indefinite profession sketch, be deficient of teaching knowledge, contact breach involving the senior and a junior employee, ability to sustain classroom control, severe assessment, learner analysis, appraise student effort, insufficiency of resources and slightest prospect for the teaching profession.

Rasheed et al (2011), carried out a study on performance evaluation of students in schools. The conclusion of the investigation recommended that through identifying,

response, performance appraisal meetings and partaking in performance plan are some of the significant features that enhance the value of the structure and also its footprints on students. Results also show that administrators (teacher) role on the performance of students, gaining excellent outcome and enhancing their abilities is extremely significant. Consequently, the teacher ought to be an expert in performance appraisal so as to be able to perform performance appraisal to its standards.

Farooq et al (2011), maintained that the major function of teachers is to instruct learners professionally in order to maintain excellent performance in their educational documentation. To achieve this aim it is mandatory for the implementers to identify the features that will be attached to their educational proof.

2.5. The school administrative system

Salient among pioneers of the orderly and logical study of administration is Frederic K. W Taylor (1875-1949), who has come to be recognized as the ‘‘father of scientific management or effectiveness association.’’ He remarked that the desires of administrators of institutes should be to achieve worthwhile results so that such institutes achieve their objectives.

Spreading the scope of management to a wider dimension, Carver in Odo (2006), suggested the addition of management from a mechanical stance. Henri Fayol (1868-1943), took the lead with a comprehensive definition of administration as a duty which embraces, to a different extent, all the administrative activities, specifically, splitting up of labor influence, control, component of control, component of direction, subordination of individual interest to the interests of the organization, remuneration, co-ordination, scalar chain (line of authority), order, equity, stability of personnel, initiative, spirit de-corps.

These principles presupposes that administration must make provision for the co-ordination and supervision of organizational functions and that the responsibility for doing so rests with the chief executive who is the legitimate authority and the focal point of the organization (Edem 1998). In his definition, Fayol considered administration as preparation of activities and goals of an endeavor and coordinating human and material resources to facilitate carrying out those activities in a way that is agreeable with the

recognized policies, codes and rules. This definition has its main focus on the purpose of an administrator and his/ her roles,(Edem 1998). The definition portrayed organization as any reputable social system particularly meant for exclusive goals; for example, commercial firms, hospitals, banks, schools and universities are all organizations. (Edem 1998), furthermore stated that administrators would have their duties, to say what will have to be undertaken in order to achieve given objectives, as well as allocating these undertakings to appropriate and capable personnel for effective performance as they use available and lastly, putting in place a recognized structural format/grade for sharing responsibilities among administrators for a smooth run.

In the same vein, Robbins in Odo (2006) asserts that administration is considered as a worldwide, step by step endeavour by which capable people are engaged in accomplishing tasks. Mikios cited by Odo (2006), views that administration is all about communal accomplishment, organized sequence of activities, and a collective search to reach a goal. In a more comprehensive manner, Simeon, Smithburg and Thomson in Odo (2006) asserted that the very basics of administration be likened to when two men co-operate to roll a stone that neither could have moved alone. Yet still, Edem (1991) feels that administration should encompass the ability to organize a good number of social energies that are not in a mutual agreement, in a single organization to function as one. In administration therefore,the organization of both material and human resources, employ strategies to accomplish set goals.

Administration is the process of guiding, leading and controlling the efforts of a group of individuals towards some common objectives and creating interaction of human and material resources. It is the total of the processes through which appropriate human and material resources are made available and made effective for accomplishing the purposes of an enterprise (Musazi in Odo 2006).

The role of the administrator is monitoring the planning, organization, commanding, harmonizing control and recruiting workers of his organization. The concepts of management and administration are distinguished thus;

- a) Business enterprise such as companies, corporations and firms usually as a rule speak of management or managers. On the other hand, educational institutions like

colleges and universities as well as government agencies use the term administrators to describe those who hold the mantle of leadership,

- b) Management tends to be service oriented while administration is decision making oriented.
- c) While management concentrates on efficiency, administration concentrates on the effectiveness of the organization.
- d) Industries and business firms see administration as an aspect of management concerned with routine matters. Coarsely, public service regards management as less embracing than administration.

2.5.1. Educational administration

Educational administration according to Odo(2006) is an aspect of broad spectrum of administration, seen as the mobilization of all the personnel and equipment in schools for the realization of educational objectives, Okoro (1991) identified the functions of administration as consisting of two major components – leadership and management. He emphasized that the function of a leader is to initiate new procedures for accomplishing the organizations goals and objectives. The educational leader is expected to supply initiative and direction to the school community in order to further the educational objectives of the school. Walton (1991), in expatriating on the functions of educational administration posited that it has to do with how school processes are run, such as recruitment of workers, planning of school funds, giving guide to the activities of all the workers in the school, and inspecting performance of schools.

In consonance with the forgoing, Walton and Walter, Farine and Meck in Odo(2006) see educational administration as a discipline that deals with the management of educational enterprise in communities, regions and nations, further stating that educational administration entails awareness of the arrangement of educational organization and the administrative processes related to the management of those organizations. In the same vein, Nwaogu (1980), observed that the meaning of educational administration lies in how well existing factor resources are handled for the achievement of educational objectives, being that resources like personnel (manpower). Finance and capital equipment would ensure the effective administration of educational

institutions and the achievement of the desired goals for the establishment of those institutions. For competence of personnel in their work, Henri Fayol suggested some administrative elements that could be employed to increase the productivity of the workers. Looking at administration as being able to plan, to organize, to command, and co-ordinate.(Campbell and Gregg 1987) further developed Fayol's elements into more articulated ideologies representing aspects of administrative behavior-planning, organizing, supervising, directing, controlling, observing, reporting and deciding. (POSDCORD).

Fayal's definition of Educational Planning makes it a process of studying the future and arranging the plans of action` whereby the school head must prepare in advance a plan showing both instructional and administrative responsibilities there are in school, posts and the qualifications of personnel required for them. College administrators, in the opinion of Okoro (1991), should function to plan the curriculum, specifying what courses or educational programmes should be offered by the school or college, like developing the syllabus, study guide, infrastructures, amenities and working tools. Administrators are at will to decide whether entirely new subjects or programmes are included in the curriculum or a review and extension of the current ones in use are done. This process goes hand-in-hand with arranging how the acknowledged and accepted courses could be successfully and profitably taught using the facilities and resources on ground. It also has to do with time management and optimal use of the skills and capabilities of each staff member. This is facilitated by the sufficient supply of quality workers and materials to the head of the school. Heads of school have the responsibility to run their schools properly go by and State and Federal government policies as appropriate to their schools, and in collaboration with the State or Federal government and Ministry of Education, the State School Management Board, Education Services Commission, Board of Governors of the School, the Zonal Education Office and Local Government Authority, School Head Control external matters and the relationship of the school.

Okoro (1991), posits that since school heads know the working conditions of their schools better than any person, they should participate actively in the choice of

their staff. They should ensure that their workers receive upgrading services regularly, as well as enjoy favorable conditions of service. Heads of schools should be mindful of the qualities of workers selected for the successful running of the school depends to a great extent on the caliber of workers selected by the principal. In the instance that principals find any teacher by way of their behavior or lacking skills and knowledge of their subjects, the principals could recommend to the state, their removal, transfer or resignation.

The leadership styles of these principals help them in guiding all the affairs of their schools, and since their decisions carry more weight than any other they should be careful not to make misleading decisions. Principals also bear the responsibility of making decisions perpetually and framing them into specific and general orders and instructions. The principal also co-ordinates the activities of various units within the school, interrelating them to function for a common purpose, in what may be termed division of labour. In division of labour, all the works in the school are divided into constituent components placed under the control of subheads among teachers or other workers. Staff members work without encroaching into others areas of jurisdiction. In keeping with lawfulness, Edem (1998), advises that head of schools have their own individual ways of regulating, curbing and checking the excesses of members of staff in order to accomplish set educational objectives. Principals should also keep their superiors in the Ministry abreast with the new development in schools as well as, submit record of funds concerning the school through records, research and inspection, at the beginning of every fiscal year. This involves fiscal planning, accounting and control of resources.

2.6. Learning process and performance

Educational attainment of student particularly at the basic school level is not merely an indicator to the efficiency or inefficiency of schools. Nevertheless, the most important contributing factor to the prospect especially the youths as well as the country as a whole. The effect of education holds an observable fact that has drawn the attention of many, because of this researchers are up and working vigorously to straighten out

features that have an effect on the excellent performance in schools (Aremu&Sokan, 2002).

Adeyemo (2001), believed that the foremost target of any school is to toil in the direction of achievement of educational distinction via the students. He also said that, schools could have various secondary goals but permanently highlight is positioned on the success of firm learning. Moreover, practically every person alarmed with education focused on the quality of educational attainment. Outstanding accomplishment by children over and over again is the hope of every parent (Osiki, 2001).

The major reason of teaching at all stage of education is to convey a basic transformation in the student (Tebabal and Kahssay, 2011). To smoothen the learning process, the application of suitable teaching technique that will be in line with the defined intent along with the result should be applied by the teachers. During the orthodox era, several teaching experts generally used the teacher-centered technique to influence understanding compared to the student-centered technique. Up to this day, inquiries about the efficiency of teaching techniques on the learners have constantly heaved huge concern in the thematic discipline of educational analysis (Hightower et al., 2011). Furthermore, findings on teaching with learning persistently aspire to assess the degree to which distinct teaching technique improves student learning.

To a certain extent, surprisingly constant low-grade performance in academics by large number of students basically associated with the implementation of unproductive teaching technique by teachers in passing on information to students (Adunola, 2011). Considerable studies on the efficiency of teaching process point out that the value of teaching is frequently mirrored by the success of students. As stated by Ayeni (2011), teaching is a procedure that requires establishing profitable transformation in learners to enable to attain a particular end result. Adunola (2011) affirmed that for the teaching techniques to be effectual teachers are required to be acquainted with the several teaching tactics that identify the enormity of the involvement of the idea that needs to be considered.

As specified by Ayeni (2011), teaching is nonstop courses that engross putting together wanted modifying traits in learners in the course of using suitable techniques. Adunola

(2011), points out that to be able to affect the profitable attainment in students, teaching techniques that are used by instructors ought to be the best for the topic theme. In addition, Bharadwaj & Pal (2011), maintained that teaching techniques work efficiently when they are best complimenting what is required by the learner because each learner understands and acts in response to issues in a distinctive way (Chang, 2010). In which case, positioning of teaching techniques with what is required by students and also the students preferred methods affect the learner's educational achievement (Zeeb, 2004).

2.6.1. Teacher-Centered technique

Using this technique, the learner only gets instructions from the teaching without formulating or establishing the learners' involvement on the topic that has been taught (Boud & Feletti, 1999). This method of teaching is not practical, it is based on ideological and committing to memory (Teo & Wong, 2000). Teacher – centered technique does not concern class exercise that will support students learning of handling practical situations that support functional knowledge. Given that the instructor is in charge of the communication along with sharing of facts, the teacher can endeavor to make best use of passing on information whereas reducing time in addition to effort. Because of this, the concentration as well as understanding of learners may be lost. To attend to such underperformance, Zakaria, Chin & Daud (2010) maintained that teaching ought not only center on passing on set of laws, characterization and measures for learners to commit to memory, nevertheless it is supposed to vigorously employ learners as key partakers.

2.6.2. Student-Centered technique

By means of the coming one the idea of innovative learning, several researchers in the present day extensively take on sinuous student-centered technique to increase dynamic learning (Greitzer, 2002). A good number of teachers at present appropriate the student-centered method to support concentration, critical study, serious thoughts and satisfaction among learners (Hesson & Shad, 2007). This type o teaching technique is considered to be the most useful because it does not compact the course of information from the instructor to the learner (Lindquist, 1995). This method, in addition, stimulates

purposeful conduct learners. For this reason, this process is extremely efficient in developing learners' accomplishment (Slavin, 1996).

2.6.3. Teacher-Student Interactive technique

This instructing technique is concerned with the application of tactics that are mutually used by teacher-centered as well as student-centered techniques. The theme instruction brought by the students are kept in mind more than the instructions given to students by their teachers (Jacoby, 1978; McDaniel, Friedman & Bourne, 1978; and Slamecka & Graf, 1978). This approach persuades learners to seek out applicable understanding which is preferable to the teacher dominating the passing on of instructions to the students. In this case, studies carried out on teaching methods proved the teacher- student interactive method to be effective most in enhancing learners educational fulfillment. (Damodharan&Rengarajan, 1999).

2.6.4. Adequacy of physical facilities and the learning process and performance

The representation of a school is reliant on the worth of its infrastructure. The physical amenities in a school have a range of impacts on the learning process and performance of the school. These facilities consist of administrative office, staffrooms along with offices, classrooms, laboratories, workshop equipment stores, libraries, hostels, and staff houses along with school ground. These amenities in conditions of competence and value have been renowned to have enormous influence on the performance of learners in assessment. Heyneman and Loxley (1993), in their research on the outcome of accessibility of physical amenities on educational performance relate the existence of school library to success in Brazil, China, Botswana and Uganda. A library is a fundamental ground in the learning process. Fuller (1986), recognized a library as a pedagogical source that considerably induces the teaching and learning process and finally enhances the performance of learners.

Ayoo (2002) and Eshiwani (1993), have the same opinion that school surroundings such as classrooms, writing desks along with writing materials have unswerving effects on satisfying performance among learners in developing regions. Classrooms are locations where learners use up their maximum opportunity. Wabuoba (2011) cited in

Chuma (2012), perceived that excess numbers in classrooms create complications for the learner to write. The teacher as well is not capable of moving just about the class to help out weak learners, the situation has an effect on both the teaching as well as learning process.

Jam-packed classroom situations do not merely create a complicated atmosphere for students to focus, but without doubt, reduce the total time that teachers use up on inventive teaching techniques for instance supportive learning along with faction work. The governments of Kenya in Koech Report (1968), observed that overcrowding inside classrooms has an effect on teaching and learning process. For the reason that the teacher might not be capable of moving about in the class to offer personal assistance to those in need because of the population of learners in class.

Bernstein (2006), observed that in the United States of America, learners who go to highly conserved schools with suitable classrooms have better success compared to those that went to low conserved schools with bad classroom. Schools that have sufficient amenities have a good opportunity to provide effective schooling. Hines (1996), established that learner attainment in shoddy buildings is lesser than those in staple buildings.

Schools that are outfitted with laboratories have learners achieving more than their equals in schools where there are no laboratories or those that have poorly prepared laboratories. Learning with the aid of a laboratory motivates student attentiveness because it makes them to individually take on helpful methodical exercise along with analysis (Owoeye and Yara, 2010).

2.6.5. Instructional materials and the learning process

Accessibility to instructional resources is a basic factor in the outstanding achievement of every school curriculum. The school heads ought to make it sure that there is appropriate collection of teaching and learning wherewithal. As agreed by Agosiobo (2007), utilizing of teaching wherewithal is essential for the reason that they inspire students to learn as they present motivation, variant, and help in supporting student interest all through the lesson. Collin and Rosmiller (1987), affirm that even

vastly proficient teachers find it hard to teach efficiently with deficient amenities or if they are in need of the essential pedagogical supplies.

Ashton (2001), examined that pedagogical resources are vital in preparing and applying a flourishing life ability program. The ease of use of educational assets is the greatest significant aspect which might give details to contradictory achievements. It is commonly stipulated that the use of instructional materials is a sure way to enhanced achievement. Kathuri (1986), argued that the existence or deficiency of material have a consequence on teaching as well as learning.

Evaluating learner attainment is affected by the accessibility of instructional materials along with school amenities such as laboratories, libraries, textbooks, laboratory equipment with others (Eshiwani, 1993). The value and sufficiency of such supplies and instructional materials have a straight impact on the value of education as they decide how successfully the curriculum is put into operation (Republic of Kenya, 1999).

There is obvious proof that there is a significant connection between stipulations of books with attainment. Course books are over and over the crucial charge of effectual way of enhancing educational success and raising the effectiveness of schools (Psachropoulous& Wood hall, 1995).

Avalos (1991), stipulated that the value of instruction that students obtain is significant if it is accessible. Schools with ample amenities such as textbooks along with additional instructional materials are in the position of having an improved outcome than inadequately operational ones. Course book proportion ought to be one per three learners in junior primary and one for two learners in higher primary (Republic of Kenya, 2003), Distribution of these materials might have a consequence on the teaching and learning process given that from time to time a learner might not be present at school, but has the book therefore causing inconvenience to the partner. Adequate quality and amount of materials with amenities decide how efficiently the procedure of teaching with learning takes place.

Fuller (1986), discovered instructional materials such as course books, charts, and aural resources not merely increasing passing down information among teachers along with learners, but, it also makes easy child centered learning in the course of findings. With the accessibility to course books learners will be capable to read independently when at home along with doing their homework. Accessibility to high-quality instructional materials is a vital feature on children's accomplishment. Therefore, a fine- fashioned and effortlessly obtainable orientation material is of key benefit. Lockheed et al, (1993), discovered that there is no significant teaching and learning will take place without ample instructional materials.

Asikhia (2010), stated that sufficiently equipped instructional materials establish the extent to which learning can take place in schools. High-quality instructional materials can stimulate participation and uphold attentiveness along with creating significant learning condition.

2.6.6. Class size and the learning process

The effect of class size has an enormous influence on the teaching and learning method. The lesser the class size, the easier it is for the teacher-learner communication. Therefore, in developing the learning process given that the tutor will be capable of giving learners personal concentration. Huge class size influences in a negative way the learning process in view of the fact that the instructor will not be capable of moving around the class in order to evaluate the task given to learners.

As stated by the National Council for Teacher Education (NCTE), in India, lesser class size promotes commitment of the learner, improved involvement, and care. Lesser class size permits instructors to center more on the student when teaching for the sake of assimilation along with regulating their techniques to different needs of the learner. Outsized class size creates difficulty in supervising the child's presence in class. Therefore, supporting children's non-attendance, in addition to value of opinion to learners turn out to be very low and as a result it makes the learning process unsuccessful (Bascia, 2003).

The undersized class permits the teacher to attend to pupils individually reinforcing the jovial connection among the teachers and learners. Organizing a vast class is a severe trouble in a lot of schools as it produces hectic working situations for the instructors and gives room for non-attendance among teachers (Corcoran, Walker and White, 1988).

Wabuoba (2011), noted that congestion in class rooms creates complex conditions for the learner to put anything in writing and the instructor is as well not capable of moving to assist the weak ones. Corcoran, Walker & White (1988), observed that jam-packed classroom situations do not merely create a complex condition for pupils to give attention to what is taught, but without doubt reduce the total time spent by the teachers on inventive teaching techniques such as supportive learning and group work.

2.7. School curriculum and implementation

This section describes curriculum and implementation in Nigeria for primary school aged children.

Curriculum is either written or taught. The former is a document (or set of documents) known as a syllabus as well as accompanying instructions. The taught curriculum is used predominately to encircle the entire learning as well as teaching involvement, which includes the learning surroundings and conditions, education as well as appraisal strategy. The international baccalaureate at first instance embraced the assessed component, which is now known as the academic curriculum.

Fiala (2006), drew special attention to the connections, and breach, surrounding what he calls the purposed, approved as well as effective curriculum. Whatsoever style that are used, the accomplishment or contrasting of each penned curriculum hinge on the way it is imparted as well as how it will be appraised, fundamentally, in what and by what method the children will be taught.

The penned curriculum is one of the numerous “propellers” on what is taught, the methods used in teaching the children and how these children learn as well. Baker

and Wiseman (2005: ix), stipulated that, regulations are frequently watered down by regulation executives or neglected by classroom teachers." Extrinsic anticipation, both social as well as cultural, with of other scholastic regulations are recurrently stronger propellers on the methods to which written curriculum is to be implemented. Hence, written curriculum is not concealing. Fullan (1991:117),stated that educational modification built upon the activities of the teacher, is so easy as well as complicated. This brings to light the outstanding role of enlightenment of the teacher and persisting in skill development.

After so many arguments on curriculum there are logical alterations on the essence of knowledge and what seems to be called achievement. Just as, Hirsch's work maintains, content knowledge is very effective, in particular among politicians in the United States and England.

Eaude (2012), that a person's understanding should be perceive as strategically methods of functioning and individual/communal persons understanding of oneself as well as associations. As long as this illustration is used in connection to instructors, propositional, strategically, individual/communal understanding are scrupulously connected to early learning, because of the mental state and reasoning influence one another as well as how vital it is in bringing to play a child's talent in significant framework. Studies advocate that to connect the patterns of knowledge is particularly vital in childhood. Even if accomplishment can be appraised while evaluating performance, the chosen area to be evaluated, the methods of learning or belief and individuality or a blend of both, the rely on the understanding of education. Agreement on such issues, based on observation or speculative study, is complicated.

Alexander (2000), examines the educational systems of England, India, Russia, France, as well as Michigan in the United States. He describes how these methods of schooling are intensely rooted in values of people and ethics. Furthermore, teachers habitually stick to one instructional method and are not open to other inventions or new styles of teaching. For example: in Russia and France, the teacher leads the class on spoken language conversations .As a rule, the teacher leads the whole class, as is the custom. At the same time in Michigan the style of teaching by the teachers are self-

centered and simple, child-led method is not taken for granted. In such regards one can be careful in the thought that any curriculum can be formulated on any current plans without understanding, encapsulate, and internalize their usual procedures. This is to say that continual remodeling of the written curriculum discourages the teacher's willingness, and proficiency, to effect the modifications recommended, or advised, by the administrators. However, there might be current investigations to attest or oppose the statement.

Rogoff (2003), established that the value, status and conduct motivated in children differ among different cultures. These are as a result of different beliefs about methods, childhood and training. She recounts that in numerous traditions a child is only suppose to observe and to mind, before the child can perform under the watching eyes of fully grown ones, before they are allowed to be unsupervised. Rogoff established that children should be allowed on what she terms as "guided participation", or an indoctrinating style, where a child is instructed through observing, attending to and acting under the control of accomplished individuals. Didactic methods correlated with Confucian systems as well as those from central Europe which uses Vygotsky's work highlights that a teacher's duty in influencing advancement; as well as children participating actively in either a group or class. These perspectives question the recent Western assumptions which believes that a child should be shaded from involving in the duties sensed to be delicate and inspired to understand their reasoning and responsiveness to be able to work without supervision. Current studies in this area show that the years spent in primary education has been neglected Lancy (2010), state that recent postulations on teaching varies from ancient established practice where the child is seen as a learner.

2.7.1. Curricular aims and focus:

Cambridge Primary Review outlines two vital in this framework. (Alexander 2010: especially 174-202) The outcomes from curriculum styles are consistently motivated by political concerns instead of basing it on clear cut goals. Alexander established that curriculum styles should begin with a clear goal and code so that guidelines and procedures can be agreeable with these; and that "educational goals,

notwithstanding personal manifest or influential they possibly will appear, exist in by their personality in the domains of standards along with assumptions. This final position makes reference to the necessity to train children mutually for the current as well as the prospect which is (essentially) incomprehensible. Furthermore, in White's terms "the extensive blueprints of the curriculum along with the objectives on which they ought to rest must be immovable starting from the type of society which is considered enviable and which school instruction be capable of facilitating to convey about." This makes a curriculum plan difficult particularly for unbeaten accomplishment in diverse jurisdiction in addition to the values of people in a globe of continuous transformation.

The goals of primary education are frequently perceived in straightforward language. Hitherto, Eade (2012), stipulates that schooling have numerous objectives, by means of these, particularly in the prime years, extended- rather than immediate. Giving example, as the basis of primary education is often on hand as ascertaining the fundamentals, the majority of the control adopt the education of the entire child as well as characteristic such as individual privileges and nationality. Diverse objectives might be in nervousness or in disagreement, principally in the trained curriculum. Therefore, an emphasis on enhancing test scores will probably dishearten different thoughts and curricular size and stability; and a stress on those features to be examined could lessen prospects to seek understanding along with abilities in real circumstances.

2.7.2. Organization for Curriculum Implementation

Education is well thought-out and planned on the foundation of the curriculum. Even though the instructor is regarded as the requisite for the learner's success, the significance of the connection linking curriculum along with teaching ought to be underlined. The curriculum, as claimed by Denga (1993), is what is calculatedly taught off. Curriculum has objectives along with three inquiries that go prior to initiating the curriculum; what should be learnt? what is supposed to be the classification to which it is made of? How learning is to be assessed? For that reason the scope, extent and profundity of what the curriculum should contain along with it regulations, books as well as resources are issues that influence education. It is also pointed out that the structure of a classroom has a stance on education. By and large, the way to which a

curriculum is designed for, its accomplishment will influence the teachers' mode of conduct as well as proficiency. A critical view of these subjects explains why mostly judgment concerning this is enforced by the school management.

2.7.3. Curriculum and Content Materials

The effectiveness of the teacher is subjective to what to teach. Aboho (2000), stated that all every high-quality teaching is supposed to start with an all-inclusive and attainable curriculum objectives. The main reason for the teaching ought to be stated out, taking all levels of education into consideration. The suggestion of a textbook, for example, in a subject like Mathematics, will not meet the requirements with no direction/ manual pointing out vital matters in the subject. In cases such that the director /manual is deficient, the instructor more often gives emphasis to attributions that are recognizable at the detriment of other attributes, thus leaving the teaching ineffective.

Ada (2000) and Gbamanja (2002), stipulated that the significance of what a curriculum contains is supposed to be an additional point to consider. They stipulated that the course the theme of which is a sign of students surroundings, life encounters as well as prospect along with goals gives a highlight on students concern and sense to learn.

Ada (2000) stated that learners might not interrupt teaching observing that attention-grabbing, applicable and useful. Nevertheless, it is possible that they interrupt a teaching when it is uninteresting and not easy to comprehend. Furthermore, Aboho (2000), accepted as true that fascinating and applicable curriculum smoothens the progress of teaching and trims down tediousness along with dissatisfaction for the learner and teacher.

He added that an old-fashioned curriculum is inappropriate, unexciting and unconnected to learner's ethnicity and expectations which create misconduct that interrupt teaching. What a subject contains ought to be in line with the chosen curriculum materials. More often the theme in the course book also reckons with that in the curriculum. The efficiency of the instructor rises when he is in touch with the course book together with an instructor's book in addition to learner's course book. In Nigeria,

mainly in Benue State, schools experience shortage of materials to run experiment and coursework. The learner's course book makes possible uninterrupted appraisal and research. For the most part, selection of books is carried out by people who are not academically sound, typically politicians. Such workbooks repeatedly lack the essential criteria measures (Ada 2000).

The existence of a central instructional material is very significant. These are chalk, paper, pens, pictures, maps, charts, posters and illustrations, in the lack of which instructors teach the class not writing on the board. Some choose to give an undersized assessment that fall short of the course outline giving an explanation that there are no writing materials. Such limitations consistently decrease the instructor's efficiency. In setting up the curriculum, the succession, the scope, or arranging of learning experiences ought to be cautiously measured.

2.7.4. The Changing Role of Curriculum

Back in the 1990s and 2000s the two major emphases became visible. Primary school agenda started concentrating more on educational gain acquired by children at the time they are registered into primary school. The concentration on educational results was mainly obvious when the delegations who made the appraisal plan scheme plainly suggested that investigation survey should be carried out on both short- and long-term effects on child outcomes (Collins, 1990).

Furthermore, countless plans analyzed the implementation of curricula as an essential move to guarantee the release of soaring excellent educational skills to little children. In 2002, the National Association for the Education of Young Children (NAEYC) released a situation document which revealed that the realization of a proof established, full-figured curriculum to support educational development in a child (NAEYC, 2002).

In the present day, several states need primary school plans to take on a particular curriculum in order to guarantee advanced levels of excellence in teaching and as a way to meet up or go beyond the stipulated benchmark. In a few states, like North Carolina, primary school agendas have to be picked from a catalog of curricula believed to be all

right by the State (Office of School Readiness, 2008). Using curriculum in schools is not just compulsory, but the amount of permitted curricula is also little. In preference, a lot of States are comparable to Illinois, which consent that primary school agenda make use of a curriculum powered in the direction of little children without supporting a precise curriculum (Illinois State Board of Education, 2009). As evident through examples of State wide endorsement of published curricula, there are expectations and assumptions that commercially available curricular packages are key factors in delivering high-quality educational experiences to young children.

A steady emphasis all over several State guidelines has been language, reading and writing proficiency in primary school and before the usual or expected time. As an example, the Connecticut Primary school agenda encompass 15 pointers of achievement measures straightly connected to language and literacy improvement (Connecticut State Department of Education, 2006).

These educational pointers varied in theme and capacity from “display comprehension of principle discussion lexicon to employ signs or diagrams to communicate opinions, emotions and thoughts (Dowaliby, 2006). Language along with literacy improvement is now the center of focus; Available curricula has been taken on and put into action by lots of primary school agendas to augment child’s educational abilities, with a main center on the part of language and literacy.

2.7.5. Incorporating Information and Communication Technology into the School Curriculum

Incorporating information and communication technology into the educational system is a good notion, particularly at the elementary stage of education, thus the world is in a continual revolutionize process. For this reason, our country is progressing systematically as well as technically, therefore, the demand to launch information and communication technology into the elementary stage in the educational segment so that will have an efficient foundation on the whole structure.

Johnson (2007), describes information as a fact which requires practice, observation, deduction as well as importance to the beneficiary. In addition, he sees

communication to be a basic point and diversification of thoughts of an embryonic structure to aid creation, opinion and acceptance of a point. It is of immense significance for elementary school broods to be capable to identify what instruction is considered necessary, be acquainted with how and where to get hold of instruction, comprehend the implication of the instruction established along with being able to take action suitably depending on the instruction obtained. Children are required to be capable of using cell phones, TV, PC, etc.

As stated by Uya (2000), children ought to be acquainted with the significance, account as well as the benefits of computer, computer system theory, and preliminaries to Ms-Dos, flash drives, programming, windows and computer pattern. This will broaden the children's understanding and prepare them to contest positively with other corresponding children in several parts of the world. This understanding will facilitate in putting down a firm base in the elementary schools.

Amadi (2007), sketched out the significance of ICT to embrace providing students with the chance to relate and build up their ICT competence in the course of using of ICT applications to hold up their knowledge in nearly all subject matter, enabling pupils to use these technologies to plan, bring out, decide on, oversee along with broadening knowledge or communing with professionals, social groups, peers equally in as well as outside the school. She long-established that in this era of computers, students have to identify with the method of operating basic functions like inspecting data in the course of surfing the computer to convey and getting messages, saving and getting back information, business transactions and a swarm of other actions that can be done with the aid of computers. However, the dilemma of the structure is inefficient financial support, despite the fact that ICT has been initiated at this stage, it is at the assumption phase. If the basis ought to be set appropriately, every school should be given computers for effectual training and acquiring knowledge of the fundamentals as drawn round by Uya (2000).

Nevertheless, there is proof that utilizing preliminary technology only do not promise enhanced education. In Cuban's 1999-2000 investigation of Silicon Valley Schools, shows that there was proof that ten percent of its instructors uses computers to

instruct, not more than one time a week. However, there are no facts that information technology improved learner's educational attainment. He ended that nearly all ventures in computers in the schools present extremely pitiable takings. This is not for the reason that the use of computers are not crucial as teaching support. In Cuban's study it is discovered that almost 90 percent of primary and college instructors use out dated methods to teach. Therefore, a good number computers in schools were taken back to laboratories and were utilized mainly for internet browsing.

2.7.6. Evaluating Effectiveness of Curricula

In addition, concern in evaluating the extra benefits of a specific primary school curricula on improved results of primary school children have also raised in current years (Schweinhart&Weikart, 1997, 1998).

In the previous years, quite a lot of reappraisal of intrusion that apply, profit-oriented, obtainable curricula have been available and can be simply reachable by the investigator and practitioners working with primary schools.

CHAPTER III

3.RESEARCH METHODOLOGY

The chapter highlights the research design, target population, sample size and sampling procedures, research instruments, instrument validity and reliability, data collection, procedure and data analysis technique.

3.1. Method of the Research

The study was conducted to determine teachers' perspectives on the evaluation of primary schools performance. The method used for the study is "the descriptive method" of research. As affirmed by Fraenkel and Wallen (1993), descriptive analysis is the procedure that necessitates asking a vast category of people questions concerning a specific subject matter. Quantitative method will be used to have validity and reliable data, which is acquired from a specimen rather than the whole population at a particular point in time which can take from one day to a few weeks. Questionnaires will be administered using random sampling technique to find out the viewpoints as well as understanding regarding the matter.

3.2. Sample size

Orodho (2005), describes sample size as a little fraction of outsized populace of people which is considered to be a demonstration of an outsized populace. Borg and Gall (1983), advocate that for descriptive study as well as correlation studies, 30 percent of the cases are the utmost to work with. The researcher therefore, targeted 200 teachers since the larger the sample is the higher the reliability will be. To sample the research subjects to participate in the study, the researcher applied a random sampling technique to select a sample of 5 schools in the study area.

Table 1

Distribution table of the teachers forming the exemplary According to their schools

Names of school	Target sample size	Invalid sample size	Valid sample size
Wisdom nursery and primary school	40	20	20
Miracle land school	40	13	27
Potter house nursery and primary school	40	10	30
Federal staff school makurdi	40	6	34
Police children school	40	12	28
Total	200	61	139

3.3. Data Collection Technique

Previous studies where scrutinize which hold up the review of the study as well as acquiring information to be used in the search, field investigation base on sampling was applied to support its helpful aspect.

Foremost, questions to be used in the investigation were agreed on in order to find out the extent of the problems which form the main purpose of the study. By the end of the procedure, the questions that were primarily formed as draft were on hand to be administered. The information that was obtained as an outcome of the questions was programmed and appraised.

3.4. Data Collection Process

The tool used in this research to collect information is questionnaires. Kombo and Tromp (2006), stated that a questionnaire is an investigation tool which can assemble information from an enormous section. The underlying principle in the use of questionnaires was that the individual who will supervise the questionnaire get the chance to develop special relationship. This enables the individual to highlight the major aims of the investigation as well as simplify the items that were complex. It was also

allow for invisibility of respondents and standardization of questions which will permit evaluation. Five questionnaire sets were formed. All the questions were written for the teachers and head teachers. Both sets were divided into two sections. The first section (section A) of each questionnaire was used to pull together individual data of the respondents, while section B had questions connected to primary school performance hinged on the study questions.

3.5. Analysis of Data

The data collected were arranged into the concluded research tool, to make out as well as reduce mistakes. The data collected were all classified by allotting numbers so that reactions could be put to in defined groups. The study formed quantitative data, were analyzed using descriptive statistics formulae provided by the Statistical Package for Social Sciences (SPSS) software. The analyzed results were arranged in a table form suitably using frequency, distribution and simple percentages to demonstrate the reactions to the questionnaires.

3.6. Reliability and Validity

Reliability is described as the level to which the research instrument produces consistent result (Sekaran, 2003), while validity is seen as the test of accuracy in a measurement (Hair, 2010). Validity is how accurate an instrument is at measuring what is intended to be measured. On the other hand, Cronbach's Alpha is one of the tools testing the reliability coefficient showing the accuracy of the data, Cronbach alpha is generally calculated using SPSS, the steps are click analyze then click scale and then click reliability analysis then click the dialog box click statistics, item scale, scale if deleted, select correlation and then click ok to run the analysis. When Cronbach's alpha reliability result is less than 0.5 is regarded as poor coefficient reliability. The range from 0.50 to 0.70 is of good reliability and 0.70 to 0.90 is a very good reliability coefficient and above 0.90 is an excellent reliability (Bassioni, 2008), Cronbach's alpha (α) ranges: Cronbach's alpha (α) seen as the test of internal consistency showing how related and connected data. If the correlation is low Cronbach alpha will be

low. Likewise if its high alpha will be high (George, 2003). The summary of the rules of accepting the Cronbach value is shown in the table 3.2

Table 2

Cronbach alpha and internal consistency table

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Sources: (George, 2003)

Therefore, the reliability and validity of this study is given in table

Table 3:
Reliability Statistics

Construct	Cronbach's Alpha	Number of Items	Internal Consistency
Teacher evaluation of the School admin system	.902	6	Excellent
Evaluation of the learning process and performance	.928	16	Excellent
Evaluation of the school Curriculum and implementation	.900	8	Excellent
Performance assessment	.923	4	Excellent
Number of Items	.954	34	Excellent

Cronbach's alpha (α) is seen as the internal consistency showing how related and connected the data is. If the correlation is low, Cronbach Alpha will be low and if it is high, the Cronbach Alpha will be high. Therefore, the internal consistency is excellent, given the .954 cronbach alpha is excellent for the validity and reliability of the data obtained from this research.

CHAPTER IV

4. PRESENTATION OF FINDINGS

Chapter four covers presentation of statistical results, findings, and discussion of the data collected and analyzed from the questionnaires.

4.1 Demographic Variables

The demographic variables of the assessment of the selected schools staff will be illustrated according to name of school, position of respondent, age range, marital status, gender, highest qualification, and type of school and the years of working in the school. The demographic variables were analyzed using frequencies of statistical package for social sciences. 200 questionnaires were administered in five selected primary schools and 139 were returned and were valid while 61 questionnaires were invalid but due to the fact that the teachers were not up to the sample size as illustrated in table 3.1. (Chapter 3).

4.1.1: Name of school of the respondent

Table 4.1:

Name of school of the respondent

	Frequency	percent age	Validity percentage	Cumulative percentage
Wisdom nursery and primary school	20	14.4	14.4	14.4
Miracle land school	27	19.4	19.4	33.8
Potter house nursery and primary school	30	21.6	21.6	55.4
Federal staff school makurdi	34	24.5	24.5	79.9
Police children school	28	20.1	20.1	100.0
Total	13	100.0	100.0	

Table 4.1 illustrates the name of school of the respondent in response to frequency, percentage, valid percentage, and cumulative percentage of the respondents. Wisdom nursery and primary school has 20 respondents with 14.4 percentage while Miracle land school has 27 respondents with 19.4 validity percentage, Potter house nursery and primary school with 30 respondents with 21.6 percentage, Federal staff school makurdi has 34 respondents with 24.5 percentage while Police children school has 28 respondents with 20.1 percentage. Therefore, Federal staff school makurdi has the highest percentage with 24.5 percentage then Potter house nursery and primary school with 21.6 percentage, Police children school with 20.1 percentage, Miracle land school with 19.4 percentage with the least Wisdom nursery and primary school with 14.4 percentage.

4.1.2 Position of respondent

Table 4.2:

Position of respondent

	Frequency	Percentage	Valid percentage	Cumulative percentage
Class teacher	118	84.9	84.9	84.9
Administrative staff	21	15.1	15.1	100
Total	139	100.0	100.0	

Table 4.2 illustrates the position of the respondents based on the frequency, percentage, validity percentage and cumulative percentage. 118 class teachers exhibited 84.9 percentage while 21 administrative staff had 15.1 percentage. This indicates that more class teachers responded to the survey questions.

4.1.3: Age of the respondents

Table 4.3:

Age of the respondents

	Frequency	Percentage	Validity Percentage	Cumulative Percentage
21-25	26	18.7	18.7	18.7
26-30	65	46.8	46.8	65.5
31-35	38	27.3	27.3	92.8
36-40	6	4.3	4.3	97.1
40 above	4	2.9	2.9	100.0
Total	139	100.0	100.0	

Table 4.3 illustrates the age of the respondents based on the frequency, percentage, validity percentage and cumulative percentage. The respondents from 21 to 25 were 26 with 18.7 percentage, respondents from 26 to 30 were 65 with 46.8 percentage, the respondents from 31 to 35 are 38 percentage, the respondents from 36-40 are with 4.3 percentage while 40 and above respondents were with 2.9 percentage. Hence the highest respondent falls within the age range 26 to 30 with 46.8 percentage, then 31 to 35 with 27.3 percentage followed by 21 to 25 with 18.7 percentage 36 to 40 with 4.3 percentage and 40 and above the lowest with 2.9 percentage.

4.1.4: Marital status of the respondents

Table 4.4:

Marital status of the respondents

	Frequency	Percentage	Validity percentage	Cumulative percentage
Single	54	38.8	38.8	38.8
Married	77	55.4	55.4	94.2
Widowed	7	5.0	5.0	99.3
Divorced	1	.7	.7	100.0
Total	139	100	100.0	

Table 4.4 illustrates the marital status of the respondents based on its frequency, percentage, and validity percentage and cumulative frequency. Single respondents 54 had 38.8 percentage, married respondents 77 had 55.4 percentage, widowed respondents 7 with 5.0 percentage, divorced respondents just 1 with .7 percentage. Therefore, the highest marital status of the respondents are the married ones with 55.4 percentage followed by the single with 38.8 percentage the widowed with 5.0 percentage and the divorced respondent which is the divorced had .7 percent.

4.1.5: Gender of the respondents

Table 4.5:

Gender of the respondents

	Frequency	Percentage	Validity percentage	Cumulative percentage
Male	65	46.8	46.8	46.8
Female	74	53.2	53.2	100.0
Total	139	100.0	100.0	100.0

Table 4.5 illustrates the gender showing the frequency, percentage, validity percentage, and its cumulative frequency. Male respondents had 65 with 46.8 percentage while female respondents 74 had 53.4 percentage which indicates that the highest respondents were female with 53.2 validity percentage then the male respondents with 46.8 percentage.

4.1.6: Highest qualification attained of the respondents

Table 4.6:

Highest qualification attained of the respondents

	Frequency	percentage	Validity percentage	Cumulative percentage
SSCE	3	3	2.2	2.2
NCE	48	34.5	34.5	36.7
Degree	74	53.2	53.2	89.9
Master	13	9.4	9.4	99.3
PhD	1	1	.7	100.0
Total	139	139	100.0	

Table 4.6 illustrates the highest qualification of the respondents showing the frequency, percentage, validity percentage and the cumulative frequency. Therefore 3 SSCE respondents had 2.2 validity percentage, NCE respondents 48 had validity percentage of 34.5, Degree respondents 74 had 53.2, validity percentage 13 Master respondents had validity percentage 9.4 and 1 PhD respondent had .7 validity percentage.

4.1.7: Type of school of the respondents

Table 4.7:

Type of school of the respondents

	Frequenc y	Percentag e	Validitypercentag e	Cumulativepercentag e
Government	64	46.0	46.0	46.0
Privets	74	53.2	53.2	99.3
Community	1	.7	.7	100.0
Total	139	100.0	100.0	

Table 4.7 illustrates the type of school of the respondent showing the frequency, percentage, and validity percentage with the cumulative frequency. Therefore 64 respondent from government school had a validity percentage of 46.0, 74 respondent from private schools had a validity percentage of 53.2 and 1 respondent from community school had a validity percentage of .7.

4.1.8: For how long have you worked in this school?

Table 4.8: For how long have you worked in this school?

	Frequency	Percent	Valid percent	Cumulative
1-5 years	29	29	20.9	20.9
5-10years	35	35	25.2	46.0
10-15years	67	67	48.2	94.2
15-20 years	8	8	5.8	100.0
Total	139	139	100.0	

Table 4.8 illustrates how long the teachers have worked in the school, showing the frequency, percentage, validity percentage, and the cumulative frequency. 29 respondent with 1-5years experience had a validity percentage of 20.9, 35 respondents with 5-10years experience had a 25.2 validity percentage, 67 respondents with 10-15years experience had a 48.2 validity percentage and 8 respondent with 15-20years experience had a 5.8 validity percentage.

4.2: Teacher evaluation of the school administrative system

Table 4.9:

Respondent percentage in teacher evaluation of the school administrative system

Questions	SA	A	NS	D	SD
	%	%	%	%	%
Do you think that quality assurance tools are important in primary schools?	85 (61.2)	32 (23.0)	19 (13.7)	2 (1.4)	1 (.7)
Are there factors that affect the quality in your school?	67 (48.2)	50 (36.0)	19 (13.7)	3 (2.2)	
Can development be monitored in your school?	68 48.9	39 28.1	29 20.9	2 1.4	1 .7
Are there performance motivators for teachers in your school?	62 44.6	37 26.6	26 18.7	13 9.4	1 .7
Do you think anything can be done to improve teacher motivation in your school?	73 52.5	33 23.7	23 16.5	6 4.3	4 2.9
Do you face problems as a teacher in your school?	65 46.8	39 28.1	27 19.4	6 4.3	2 1.4

Note: SA=Strongly Agree, A= Agree, NS=Not Sure, D=Disagree, SD=Strongly Disagree

Question 9 shows how quality assurance tools are important to primary schools showing its frequency, percentage, validity percentage, and cumulative frequency. Strongly agreed respondents are 85 with a validity percentage of 61.2, agreed respondents are 32 with a validity percentage of 23.0, not sure respondents are 19 with a validity percentage of 13.7, disagreed respondents are 2 with a validity percentage 1.4, strongly disagreed respondent is 1 with a validity percentage of .7. 85 respondents agree that quality assurance tools are important in primary schools.

Question 10 examines if there are factors that affect the quality in their school, showing frequency, percentage, validity percentage, and cumulative frequency. 67 strongly agreed had a validity percentage of 48.2, with 50 agreed respondents had a validity percentage of 36.0, 19 had a validity percentage of 13.7, 3 disagreed respondent had a validity percentage of 2.2. 67 respondents signify that there are factors that affect the quality of primary schools.

Question 11 sought if development can be monitored in the respondent's school showing frequency, percentage validity percentage and cumulative frequency. 68 strongly agreed respondents had a validity percentage of 48.9, 39 agreed respondents had a validity percentage of 28.1, 29 not sure respondents had a validity percentage of 20.9, 2 disagreed respondent had a validity percentage of 1.4 and 1 strongly disagreed respondent had a validity percentage of .7. The results in this table show that development can be monitored with the highest frequency of 68 respondents.

Question 12 sought if there are performance motivators for teachers in the respondents' schools showing frequency, percentage, validity percentage, and cumulative frequency. 62 strongly agreed respondents had a validity percentage of 44.6, 37 agreed respondents had a validity percentage of 26.6, 26 not sure respondents had a validity percentage of 18.7, 13 disagreed had a validity percentage of 9.4, 1 strongly disagreed respondent had a validity percentage of .7. The above table shows that there are performance motivations for teachers in the respondent's schools with a frequency of 62.

Question 13 asked if anything can be done to improve teacher motivation in school, showing the frequency, percentage, validity percentage and cumulative frequency. 73 strongly agreed respondents had a validity percentage of 52.5, 33 agreed respondents had a validity percentage of 23.7, 23 not sure respondents had a validity percentage of 1.5, 6 disagreed had a validity percentage of 4.3, 4 strongly disagreed respondents had a validity percentage of 2.9. Since strongly agreed has the highest respondents, this means that something can be done to improve teacher motivation in primary schools.

Question 14 asked if people face problems as a teacher in their schools. Showing frequency, percentage, validity percentage and cumulative frequency. 65 strongly agreed respondents had a validity percentage of 46.8, 39 agreed respondents had a validity percentage of 28.1, 27 not sure had a validity percentage of 19.4, 6 disagreed respondents had a validity percentage of 4.3, 2 strongly disagreed respondents had a validity percentage of 1.4. Therefore strongly agreed respondents are higher in frequency which means that people face problems as teachers in the school.

4.3: Evaluation of the learning process and performance

Table 10

Evaluation of learning process and performance. Respondents percentages

Questions	SA	A	N	D	SD
	%	%	%	%	%
Do students possess good attitudes, motivation and interests in learning	55 (39.6)	49 (35.3)	21 (15.1)	10 (7.2)	4 (2.9)
Do you think students are able to effectively apply learning strategies and resources in their learning, thus attaining their learning goals?	51 (36.7)	56 (40.0)	19 (13.7)	9 (6.5)	4 (2.9)
Do you think students will be able to utilize feedback to improve their learning?	45 (32.4)	57 (41.0)	27 (19.4)	8 (5.8)	2 (1.4)
Do students successfully acquire and apply knowledge and skills?	47 (33.8)	56 (40.3)	24 (17.3)	9 (6.5)	3 (2.2)
Do students perform well in their learning activities and assignments?	43 (30.9)	58 (41.7)	28 (20.1)	10 (7.2)	
Do they perform well in the aspect of generic skills?	41 (29.5)	58 (41.7)	23 (16.5)	15 (10.8)	2 (1.4)
Have students developed in their reading skills?	40 (28.8)	61 (43.9)	23 (16.5)	14 (10.1)	1 (.7)
Do you think teachers design their teaching content and adopt teaching strategies according to their teaching objectives and students' abilities?	40 (28.8)	60 (43.2)	25 (18.0)	9 (6.5)	5 (3.6)

Are teacher's communication skills effective in promoting student learning?	57 (41.0)	49 (35.3)	20 (14.4)	8 (5.8)	5 (3.6)
Are teachers flexible in adjusting their teaching pace and strategies to promote student learning to cater for different learning needs?	54 (38.8)	55 (39.6)	22 (15.8)	5 (3.6)	3 (2.2)
Are teachers able to create a good classroom learning environment for students?	60 (43.2)	42 (30.2)	25 (18.0)	9 (6.5)	3 (2.2)
Are teachers able to create a good classroom learning environment	60 (43.2)	42 (30.2)	25 (18.0)	9 (6.5)	3 (2.2)
Is classroom management effective?	56 (40.3)	44 (31.7)	25 (18.0)	9 (6.5)	5 (3.5)
Are teachers able to provide various opportunities for students to participate and share experiences, with a view to promoting class interaction and enhancing learning effectiveness?	51 (36.7)	47 (33.8)	22 (15.8)	14 (10.1)	5 (3.6)
Are teachers equipped with subject knowledge and do they have a good teaching attitude?	55 (39.6)	44 (31.7)	26 (18.)	10 (7.2)	4 (2.9)
Do they pitch their expectations of students at an appropriate level?	54 (38.8)	47 (33.8)	29 (20.9)	6 (4.3)	3 (2.2)

Note: SA= Strongly Agreed A= Agreed N= Not sure D=Disagreed SD= Strongly Disagreed

Question 15 indicates that students possess good attitudes, motivation and interests in learning and shows frequency, percentage, validity percentage and cumulative. 55

respondents strongly agreed with a validity percentage of 39.6, 49 agreed with a valid percentage of 35.3, 21 not sure respondents with a valid percentage of 15.1, 4 disagreed respondents had a validity percentage of 7.2, 4 strongly disagreed respondents had a validity percentage of 2.9. The strongly agreed with the highest respondent which mean that the students possess good attitudes, motivation and interests in learning.

Question 16 illustrates that the students are able to effectively apply learning strategies and resources in their learning, thus attaining their learning goals, shows the frequency, percentage, validity percentage and a cumulative frequency. 51 strongly agreed respondents had a validity percentage of 36.7, 56 agreed respondents had a validity percentage of 40.0, 19 not sure respondents had a validity percentage of 13.7, 9 disagreed respondents had a validity percentage of 6.5, 4 strongly disagreed respondents had a validity percentage of 2.9. Hence agreed respondents have the highest percentage showing that the pupils are able to effectively apply learning strategies to attain their learning goals.

Question 17 illustrates that pupils are able to utilize feedback to improve their learning, show the frequency, percentage, validity percentage, and cumulative percent. 45 strongly agreed respondents had a validity percentage of 32.4, 57 agreed respondents had a validity percentage of 41.0, 27 were not sure with a validity percentage of 19.4, 8 disagreed respondents had a validity percentage of 5.8, 2 strongly disagreed with a validity percentage of 1.4. Agreed had the highest number to mean that the pupils are able to utilize feedback in order to improve their learning.

Question 18 reveals that students successfully acquire and apply knowledge and skills show frequency, percentage, validity percentage and a cumulative frequency. 47 strongly agreed with a validity percentage of 33.8, 56 agreed with a validity percentage of 40.3, 24 were not sure with a validity percentage of 17.3, 9 disagreed with a validity percentage of 9.1, 3 strongly disagreed with a validity percentage of 2.2. The agreed had the highest number respondents of 56, which mean that the students successfully acquire and apply knowledge and skills.

Question 19 illustrates that the students perform well in their learning activities and shows frequency, percentage, validity percentage and a cumulative frequency. 43 strongly agreed with a validity percentage of 30.9, 58 agreed with a validity percentage of 41.7, 28 were not sure with a validity percentage of 20.1, 10 and disagreed with a validity percentage of 7.2. Hence the agreed with the highest number showing that students perform well in their learning activities.

Question 20 indicates that the students perform well in the aspect of generic skills and show frequency, percentage, and validity percentage cumulative frequency. 41 strongly agreed with a validity percentage of 29.5, 58 agreed with a validity percentage of 41.7, 23 were not sure with a validity percentage of 16.5, 15 disagreed with a validity percentage of 10.5, 2 strongly disagreed with a validity percentage of 1.4. Therefore, the agreed had the highest number showing that the students perform well in the aspect of generic skills.

Question 21 illustrates that the students develop in their reading habits, Show frequency, percentage, validity percentage and cumulative frequency. 40 strongly agreed with a validity percentage of 28.8, 61 agreed with a validity percentage of 43.9, 23 were not sure with a validity percentage of 16.5, 14 disagreed with a validity percentage of 10.1, 1 strongly disagreed with a validity percentage of .7. Hence the agreed had highest number that means the students are developing in their reading habits.

Question 22 illustrate that teachers design their teaching content and adopt teaching strategies according to their teaching objectives and student's abilities, show frequency, percentage, validity percentage and a cumulative frequency. 40 strongly agreed with a validity percentage of 28.8, 60 agreed with a validity percentage of 43.2, 25 were not sure with a validity percentage of 18.0, 9 disagreed with a validity percentage of 6.5, 5 strongly disagreed with a validity percentage of 3.6. Hence the agreed had the highest number that means teachers design their teaching content and adopt teaching strategies according to their teaching objectives and student's abilities.

Question 23 shows that the teacher's communication skills are effective in promoting student learning show frequency, percentage, validity percentage, and

cumulative frequency. 55 strongly agreed with a validity percentage of 40.1, 49 agreed with a validity percentage of 35.8, 20 were not sure with a validity percentage of 14.6, 8 disagreed with a validity percentage of 5.8, 5 strongly disagreed with a validity percentage of 3.6, were 2 missing with no validity percentage. With the above report strongly agreed has the highest number which means that teacher's communication skills are effective in promoting students learning.

Question 25 illustrates that the teachers are flexible in adjusting their teaching pace and strategies to promote student learning to cater for different leaning needs show frequency, percentage, validity percentage and a cumulative frequency. 54 strongly agreed with validity percentage of 38.8, 55 agreed with a validity percentage of 39.6, 22 were not sure with a validity percentage of 15.6, 5 disagreed with a validity percentage of 3.6, 3 strongly disagreed of with a validity percentage of 2.2. Shows that teachers are flexible in adjusting their teaching pace and strategies to promote student learning to cater for different learning needs.

Question 26 illustrates that the teachers are able to create a good classroom learning environment show frequency, percentage, validity percentage and a cumulative frequency. 60 strongly agreed with a validity percentage of 43.2, 42 agreed with a validity percentage of 30.2, 25 were not sure with a validity percentage of 18.0, 9 disagreed with a validity percentage of 6.5, and 3 strongly disagreed with a validity percentage of 2.2. The result shows that the highest number of respondents agreed that teachers are able to create a good classroom learning environment.

Question 27 reveals that classroom management is effective, show frequency, percentage, validity percentage and cumulative frequency. 56 strongly agreed with a validity percentage of 40.3, 44 agreed respondents with a validity percentage of 31.7, 25 were not sure with a validity percentage 18.0, 9 disagreed with a validity percentage of 6.5, and 5 strongly disagreed with a validity percentage of 3.5. Hence the strongly agreed had the highest number which means that classroom management is effective.

Question 28 indicates that the teachers are able to provide various opportunities for students to participate and share experiences, with a view to promoting class

interaction and enhancing learning effectiveness show a frequency, percentage, validity percentage, and cumulative frequency. 51 strongly agreed with a validity percentage of 36.7, 47 agreed with a validity percentage 33.8, 22 were not sure with a validity percentage of 15.8, 14 disagreed with a validity percentage 10.1, 5 strongly disagreed with a validity percentage of 3.6. Hence the strongly agreed have the highest number which means that teachers are able to provide various opportunities for students to participate and share experiences, with a view to promote class interaction and enhancing learning effectiveness.

Question 29 examines if the teachers are equipped with subject knowledge and if they have good teaching attitudes show frequency, percentage, validity percentage, and cumulative frequency. 55 strongly agreed with a validity percentage of 39.6, 44 agreed with a validity percentage of 31.7, 26 were not sure with a validity percentage 18.7, 10 disagreed with a validity percentage of 7.2, and 4 strongly disagreed with a validity percentage 2.9. Strongly agreed had the highest number which means that the teachers are equipped with subject knowledge and they have a good teaching attitude.

Question 30 reveals that the teacher's expectations of students are pitched at an appropriate level show frequency, percentage, validity percentage, and cumulative frequency. 54 strongly agreed with a validity percentage of 38.8, 47 agreed with a validity percentage of 33.8, 29 were not sure with a validity percentage of 20.9, 6 disagreed with a validity percentage of 4.3, 3 strongly disagreed with a validity percentage of 2.2. Therefore 54 agreed and had the highest number which means that the teachers pitch their expectations of students at an appropriate level.

4.4: Evaluation of the school curriculum and implementation

Table 11:

Evaluation of the curriculum and implementation. Respondents' percentage

<i>Questions</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>
	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
Does your school align the planning of its curriculum with the trends in education	55 (39.6)	44 (31.7)	32 (23.0)	4 (2.9)	4 (2.9)

development, the school's development goals and students learning needs?					
Does your school map out a curriculum framework that is balanced and broad in coverage, so that student's learning experiences can be enriched?	52 (37.4)	49 (35.3)	29 (20.9)	5 (3.6)	4 (2.9)
Do you think your school adjust its learning content and formulate its learning and teaching strategy to cater for students learning needs?	51 (36.7)	48 (34.5)	30 (21.6)	8 (5.8)	2 (1.4)
Do you think the school is strategic in implementing its school-based curriculum?	51 (36.7)	48 (34.5)	30 (21.6)	6 (4.3)	4 (2.9)
Are the various key learning areas able to enhance the implementation of school-based curriculum through communication and collaboration?	54 (38.8)	45 (32.4)	27 (19.4)	10 (7.2)	3 (2.2)
Is the school effectively monitoring the implementation of its school-based curriculum?	53 (38.1)	46 (33.1)	18 (12.9)	7 (5.0)	5 (3.6)
Are there mechanisms in place for the school to evaluate the effectiveness of curriculum implementation?	64 (46.0)	45 (32.4)	18 (12.9)	7 (5.0)	5 (3.6)
Do you think the school makes use of curriculum evaluation data to inform curriculum planning?	64 (46.0)	43 (30.9)	26 (18.7)	3 (2.2)	3 (2.2)
Note: SA= Strongly Agreed A=Agreed N= Not Sure D= Disagreed SD=Strongly Disagreed					

Question 31 reveals that the schools align the planning of its curriculum with the trends in education development, its development goals and students' learning needs show frequency, percentage, validity percentage, and cumulative frequency. 55 strongly agreed with a validity percentage of 39.6, 44 agreed with a validity percentage of 31.7, 32 were not sure with a validity percentage of 23.0, 4 disagreed with a validity percentage 2.9, and 4 strongly disagreed with a validity percentage of 2.9. The 55 strongly agreed meant that the school aligns the planning curriculum with the trends in education development, its development goals and students learning needs.

Question 32 indicates that the school maps out a curriculum framework that is balanced and board in coverage, so that students learning experiences can be enriched show frequency, percentage, validity percentage, and cumulative frequency. 52 strongly agreed with a validity percentage of 37.4, 49 agreed with a validity percentage of 35.3, 29 were not sure with a validity percentage of 20.9, 5 disagreed 5 with a validity percentage of 3.6, and 4 strongly disagreed with a validity percentage of 2.9. Therefore, the strongly agreed had the highest number 52, which mean that the school map out a curriculum framework that is balanced and broad in coverage, so that student's learning experiences can be enriched.

Question 33 indicates that the respondents think that their schools adjust its learning content and formulate its learning and teaching strategy to cater for students learning needs with a frequency, percentage, validity percentage, and cumulative frequency. 51 strongly agreed with a validity percentage of 36.7, 48 agreed with a validity percentage of 34.5, 30 were not sure with a validity percentage of 21.6, 8 disagreed with a validity percentage of 5.8, and 2 strongly disagreed with a validity percentage of 1.4. Therefore, the strongly agreed had the highest number 51, which means that the school adjust its learning content and formulate its learning and teaching strategy to cater for students learning needs.

Question 34 indicates that the school is strategic in implementing its school-based curriculum show a frequency, percentage, validity percentage, and cumulative frequency. 51 strongly agreed with a validity percentage of 36.7, 48 agreed with a

validity percentage of 34.5, 30 not sure with a validity percentage of 21.6, 6 disagreed with a validity percentage of 4.3, and 4 strongly disagreed with a validity percentage of 2.9. Therefore, the strongly agreed had the highest number, 51, which means that the school is strategic in implementing its school-based curriculum.

Question 35 reveals that there are various key learning areas able to enhance the implementation of school-based curriculum through communication and collaboration in the school show frequency, percentage, validity percentage, and cumulative frequency. 54 strongly agreed with a validity percentage of 38.8, 45 agreed with a validity percentage of 32.4, 27 were not sure with a validity percentage of 19.4, 10 disagreed with a validity percentage of 7.2, and 3 strongly disagreed with a validity percentage of 2.2. Therefore, the strongly agreed had the highest number 54 which means that the schools have various key learning areas able to enhance the implementation of school-based curriculum through communication and collaboration in the school.

Question 36 reveals that there is mechanism in place for the school to evaluate the effectiveness of curriculum implementation in primary schools show frequency, percentage, validity percentage, and cumulative frequency. 64 strongly agreed with a validity percentage of 46.0, 45 agreed with a validity percentage of 32.4, 18 were not sure with a validity percentage of 12.9, 7 disagreed with a validity percentage of 5.0, and 5 strongly disagreed have with a validity percentage of 2.6. Hence the strongly agreed had the highest number 64.

Question 37 reveals that the school makes use of the curriculum evaluation data to inform curriculum planning show frequency, percentage, validity percentage, and cumulative frequency. 64 strongly agreed with a validity percentage of 46.0, 43 agreed with a validity percentage of 30.9, 26 were not sure with a validity percentage of 18.7, 3 disagreed with a validity percentage of 2.2, and 3 strongly disagreed with a validity percentage of 2.2. Hence the strongly agreed had the highest number 64.

4.5: Performance Assessment

Table 12:

Performance Assessment. Respondent's percentage

Questions	SA	A	N	D	SD
Is the school strategic in implementing its assignment and assessment policy?	57 (41.0)	50 (36.0)	27 (19.4)	3 (2.2)	2 (1.4)
Does the school have a good grasp of assessment for learning?	59 (42.0)	49 (35.3)	23 (16.5)	7 (5.0)	2 (1.4)
Is the school able to effectively adopt multifarious modes of assessment and student's performance in respect of knowledge, skills and attitudes?	60 (43.2)	46 (33.1)	21 (15.1)	10 (7.2)	2 (1.4)
Is the school able to make reference to different sources of assessment data and provide timely and effective feedback to students according to their performance in order to enhance the effectiveness of student learning?	62 (44.6)	44 (31.7)	21 (15.1)	8 (5.8)	4 (2.9)

Note: SA=Strongly Agreed A= Agreed N=Not sure D= Disagreed SD= Strongly Disagreed

Question 39 illustrates that the school is strategic in implementing its assignment and assessment policies show frequency, percentage, validity percentage, and cumulative frequency. 57 strongly agreed with a validity percentage of 41.0, 50 agreed with a validity percentage of 36.0, 27 were not sure with a validity percentage of 19.4, 3

disagreed with a validity percentage of 2.2, 2 strongly disagreed with a validity percentage of 1.4. This shows that the schools are strategic in implementing their assignment and assessment with strongly agreed 57.

Question 40 shows that the school has a good grasp of assessment for learning show frequency, percentage, validity percentage, and cumulative frequency. 59 strongly agreed with a validity percentage of 42.4, 49 agreed with a validity percentage of 35.3, 23 were not sure with a validity percentage of 16.5, 7 disagreed with a validity percentage of 5.0, 1 strongly disagreed with a validity percentage of .7. Hence the school has a good grasp of assessment for learning.

Question 41 reveals that the school is able to effectively adopt multifarious modes of assessment and student's performance in respect to knowledge, skills and attitudes show frequency, percentage, validity percentage, and cumulative frequency. 60 strongly agreed with a validity percentage of 43.2, 46 agreed with a validity percentage of 33.1, 21 were not sure with a validity percentage of 15.1, 10 disagreed with a validity percentage of 7.2, 2 strongly disagreed with a validity percentage of 1.4. The highest number, 60 strongly agreed which means that the school is able to effectively adopt multifarious modes of assessment and student's performance in respect to knowledge, skills and attitudes.

Question 42 shows that the school is able to make reference to different sources of assessment data and provide timely and effective feedback to students according to their performance in order to enhance the effectiveness of student learning show frequency, percentage, validity percentage and cumulative frequency. 62 strongly agreed with a validity percentage of 44.6, 44 agreed with a validity percentage of 31.7, 21 were not sure with a validity percentage of 15.1, 8 disagreed with a validity percentage of 5.8, 4 strongly disagreed with validity percentage of 2.9. 62 strongly agreed which means the school is able to make reference to different sources of assessment data and provide timely and effective feedback to students according to their performance in order to enhance the effectiveness of student learning.

4.6: Descriptive Table

Table 13:

Descriptive Table

	N	Minimum	Maximum	Mean	Std. Deviation
Name Of School	139	1	5	3.17	1.344
Position Of Respondent	139	1	2	1.15	.359
Age	139	1	5	2.26	.912
Marital Status	139	1	4	1.68	.605
Gender	139	1	4	1.68	.694
Highest Qualification Attained (Please Tick Only One Below)	139	1	5	2.72	.692
Type Of School	139	1	3	1.55	.514
For How Long Have You Worked In This School	139	1	4	2.39	.881
School Administration System	139	1.00	4.00	1.777 0	.76391
Learning Process And Performance	139	1.00	3.88	2.032 4	.74835
School Curriculum Implementation	139	1.00	4.25	1.973 9	.78127
Performance Assessment	139	1.00	5.00	1.886 7	.87136
Valid N (list wise)	139				

As it can be seen in the table, the minimum depicts show the smallest data in the sample while the maximum shows the largest data in the sample. The mean represents the center of distribution of the data and the standard deviation show how the data are spread away from the mean.

Table 13 illustrates that, the mean value of teacher's evaluation of the school administration system is 1.7770. This indicates that, the majority of the teachers responded positively to the school administrative system. In addition, the mean value of learning process and performance is 2.0324. This means that, teachers have positive views about to the learning process and performance. Furthermore, the evaluation of the school curriculum and its implication has a mean of 1.9739, indicating the teacher's positive response to the school curriculum and its implication. Additionally, performance assessment has a mean value of 1.8867. This finding explains that, most of the teachers responded positively to the assessment policies of the school.

CHAPTER V

5.DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Discussion and Conclusion

This study was aimed to examine the opinion of teachers on primary school's performance in five selected primary schools, analyzing their responses using descriptive statistics so as to summarize the data collected from the sample to find out the teacher's perspectives. Based on the analysis, we can, therefore, summarize that the teacher's opinion collected based on the teacher's evaluation of the schools' administrative system presented in table 4.1 shows most of the respondents strongly agreed. The teachers evaluated the administrative system as one of the major tools that influences the performances of primary schools. This is because the school administrative system controls the entire environment which facilitates the teaching learning process while, at the same, time protecting the physical wellbeing of every occupants. While evaluating the learning process and performance in a school, most of the teachers gave their opinions as learning process facilitates the performance. All the process involves learning, that is the teaching method, the use of instructional materials, to enhance the performance of a school, Odo (2006) views the administrative system in education or schools as a part of an array of administration, perceived as the recruitment of all the workers and provision of materials and facilities in schools to help achieve educational objectives. In the same vein, Okoro (1991) recognizes leadership and management as key functions He emphasizes that the function. of a leader is to initiate new procedures for accomplishing organizational goals and objectives. The educational leader is expected to supply initiative and direction to the school community in order to further the educational objectives of the school.

The teachers' opinions on school curriculum and its implementation were chiefly strongly agreed that means when a school adopt and implement a viable curriculum it enhances the performance of the school. The efficacy of the teacher is influenced by what to teach. Aboho (2000), believes that every good teaching should start with

comprehensive and achievable curriculum goals for the teacher within a particular duration. What is to be taught and what is to be learned should be clearly spelt out in every subject. With the consideration of the level of education in mind, the recommendation of a textbook, for instance, in a subject like Literature in English, will not suffice without providing a guide/ workbook outlining important issues in the subject. Where such a guide /workbook is lacking, teachers usually highlight features they are more familiar with at the expense of other features, thereby rendering instruction unproductive. It is true that interesting and relevant curriculum facilitates teaching and reduces boredom and frustration for the student as well as the teacher. Curriculum that is outdated, irrelevant, boring and unrelated to students' culture and future needs generates misbehavior that disrupts teaching. The content and objective of subjects should tally with the choice of curriculum materials; usually the topics in the textbook also tally with those in the curriculum guide.

The teachers mostly responded as agreed and strongly agreed showing that the school has a proper assessment policy making different sources of assessment which will enhance the effectiveness of student learning but it will also enhance the performance of the school.

The descriptive table shows that the minimum depicts the smallest data in the sample while the maximum shows the largest data in the sample. The mean is representing the center of distribution of the data while the standard deviation is showing how the data are spread away from the mean.

Table 13 illustrates that; the mean value of teacher evaluation of the school administration system is 1.7770. This indicates that, the majority of the teachers responded positively to the school administrative system. In addition, the mean value of learning process and performance is 2.0324 that mean there is positive response of teachers to the learning process and performance. Furthermore, the evaluation of the school curriculum and its implication has a mean of 1.9739, indicating the teachers' positive response to the school curriculum and its implication. Additionally, performance assessment has a mean value of 1.8867. This finding explains that, most of the teachers responded positively to the assessment policies of the school.

In conclusion, teachers' opinions on the performance evaluation of their respective schools had a positive outcome. The aim of this study has been achieved knowing that based on the opinion of the five schools used in this study most of the responses collected and analyzed, found out that the evaluation of learning process and performance, school curriculum and implementation and performance assessment are fundamental requirements for assessing primary school performance.

5.2.Recommendations

Schools should adopt curriculum and implement it as an evidence-based, well-developed curriculum to promote academic growth in children. The adoption of curricula is viewed as a necessary step in ensuring the delivery of high quality educational experiences to young children in schools. Those in charge of primary schools are required to adopt a specific curriculum as away to ensure higher levels of quality in instruction and as a means to meet or exceed the State standards they must select from a list of curricula deemed acceptable by the educational body in the state.

The use of a curriculum is not only mandatory. Primary school programs should employ a curriculum which is geared towards developing young children. A specific curriculum should be endorsed as evident through examples of State wide endorsement of published curricula. There must be expectations and assumptions that commercially available curricular packages are key factors in delivering high-quality educational experiences to primary school children.

The emphasis on academic gains in primary school children by means of easily defined and easily replicable curricula should be increased. Furthermore, schools should be interested in measuring the additive contributions of particular school curricula on the developmental outcomes of children.

In assessing the performance of a child, the school should focus on gains or improvements in the pupil's performance rather than simply attainment levels at a given point in time. In this context, the school should note the increasingly popular approach of the performance indicators feedback such as those offered by the curriculum.

To improve the performance of children, schools should embrace a student-centered learning environment to produce higher-level learning outcomes more efficiently than a traditional teacher-centered environment (Tynjala, 1998). Hence, bias in selection of teaching methods by teachers in areas in which they possess exclusive monopoly knowledge should be avoided to improve students' academic performance (Adunola, 2011). Therefore, teachers should create an atmosphere conducive to learning in order to enhance the development of students' learning experiences. Moreover, teachers should also increase their knowledge of various instructional strategies in order to keep students engaged and motivated throughout the learning process.

The school administrative system should directly involve themselves in planning, coordinating and evaluating the curriculum and teaching. They should be observing in classrooms, provide developmental feedback, and participate in professional discussions about teaching, learning and student outcomes. The administrative system in schools should ensure that evaluation, inquiry and knowledge building activities are purposeful, systematic and coherent, interconnected at student, teacher, classroom and school levels and supported by the selection and design, to build relational trust at all levels of the school community and support openness, collaboration and risk taking, as well as receptiveness to change and improve. The school should understand that growing evaluation capacity is a key to sustaining and embedding improvement.

For the school leadership to be effective, it has to value parents and the wider community and actively involve them in the life and work of the school, encouraging reciprocal, learning-centered relationships. These extend to other educational institutions that serve the children and will also encourage collaboration. A growing evidence base confirms that collaboration focused on improving teaching and learning has a strong effect on student, school and system performance. Successful collaborations involve working together on shared challenges that have been identified through the use of evidence. As a result, the school curriculum will be enriched by community and cultural resources while reciprocal learning opportunities will lead to increased participation, engagement and achievement. The school should provide means to involve parents with

the tools to support learning at home which can have a significant impact on student outcomes.

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QUESTIONNAIRE FOR TEACHERS

My name is Magdalene Hembadoon Peter, a student at Near East University, Turkish Republic of Northern Cyprus (TRNC), pursuing a Master degree in Educational Administration Control Economy and Planning. I am carrying out a research on opinions of teachers on performance evaluation in Primary schools Benue State of Nigeria. I kindly request you to provide me with information. It will be treated as confidential and used for academic purposes only.

SECTION A: DEMOGRAPHIC ASSESMENT OF THE TEACHING STAFF (tick the right option or fill the right answer in the spaces provided)

1. Name of

school.....

2. Position of respondent.....

3. Age range: 21-25, 26-30, 31-35, 36-40, and 41 above.

4. Marital status: Single Married Widowed Divorced

5. Gender: Male Female

6. Highest qualification attained (please Tick only one below)

SSCE	DIPLOMA	NCE	DEGREE	MASTER	PhD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Type of school: State Private Community

8. For how long have you worked in this school?

1-5 years 5-10 years 10-15years 15-20 years

GENERAL INSTRUCTIONS: For each of the following statements about performance of teachers, please indicate (by ticking) the extent to which you agree them, using the following scale: (*Strongly Agree, Agree, Undecided, Disagree with strongly disagree*).

SECTION B: Teacher evaluation of the school administrative system

QUESTIONS	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
9. Do you think that quality assurance tools are important in primary schools?					
10. Are there any factors that affect the quality in your school?					
12. Can development be monitored in your school?					
13. Are there any performance motivators for teachers in your school?					
14. Do you think anything can be done to improve teacher motivation in your school?					
15. Do you face problems as a teacher in your school?					

SECTION C: Evaluation of the Learning Process and performance

Questions	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
16. Do students possess good attitudes, motivation and interest in learning?					
17. Do you think that the students are able to effectively apply learning strategies and resources in their learning, thus attaining their learning goals?					
18. Do you think that the students will be able to utilize feedback to improve their learning?					
19. Do students successfully acquire and apply knowledge and skills?					
20. Do the students perform well in their learning activities and assignments?					
21. Do they perform well in the aspect of generic skills?					
22. Are the students developed in their reading habits?					

23. Do you think that teachers design their teaching content and adopt teaching strategies according to their teaching objectives and students' abilities?					
24. Are teachers' communication skills effective in promoting student learning?					
25. Do teachers flexibly adjust their teaching pace and strategies to promote student learning to cater for different learning needs?					
26. Are teachers able to create a good classroom learning environment for students?					
27. Is classroom management effective?					
28. Are teachers able to provide various opportunities for students to participate and share experiences, with a view to promoting class interaction and enhancing learning effectiveness?					
29. Are teachers equipped with subject knowledge and do they have a good teaching attitude?					
30. Do they pitch their expectations of students at an appropriate level?					

SECTION D: Evaluation of the school Curriculum and implementation

QUESTIONS	Strongly Agreed	Agree	Not sure	Disagree	Strongly disagree
31. Does your school align the planning of its curriculum with the trends in education development, its development goals and students' learning needs?					
32. Does your school map out a curriculum framework that is balanced and broad in coverage, so that students' learning experiences can be enriched?					
33. Do you think your school adjusts its learning content and formulate its learning and teaching strategy to cater for students' learning needs?					

34. Do you think the school is strategic in implementing its school-based curriculum?					
35. Are the various Key Learning Areas able to enhance the implementation of school-based curriculum through communication and collaboration?					
36. Is the school able to effectively monitor the implementation of its school-based curriculum?					
37. Are there mechanism in place for the school to evaluate the effectiveness of curriculum implementation?					
38. Do you think the school make use of curriculum evaluation data to inform curriculum planning?					

Performance Assessment

QUESTIONS	Strongly Agreed	Agree	Not sure	Disagree	Strongly disagree
39. Is the school strategic in implementing its assignment and assessment policy?					
40. Does the school have a good grasp of Assessment for Learning?					
41. Is the school able to effectively adopt multifarious modes of assessment and assess students' performance in respect of knowledge, skills and attitudes?					

Magdalene Hembadoon Peter

PERSONAL DATA:

Date of birth: 23-08-1984

Sex: Female

Marital status: single

Phone: +90 05338835250

Email: petemeg23@gmail.com

Nationality: Nigerian

Contact: Mustafa Mehmet Koray Apt 2 Mem Sabir SokakGonyeli

Languages spoken: English, Hausa, Tiv.

CAREER OBJECTIVES:

To walk hard and make positive changes, and to protect the image of any organization am representing through active participation in realizing basic organizational goals and objectives.

Career Goals:

- Relationship management
- Planning formulation
- Wealth and value creation
- Innovation and leadership

ACADEMIC BACKGROUND/ QUALIFICATIONS:

2016- 2018 Near East University, Educational Administration, Supervision, Planning

- And Economics (Master).
- 2004-2010 ModibboAdama University of Technology. Yola, Adamawa State.
B.Tech.Ed Agric. Technology Education
- Jan-May 2012 Luz Computer School
Diploma in Desktop Publishing
- June 2011 National Business and Technical Examinations Board(NABTEB)
- Sep 1995-June2001 Divine Love Catholic Girls Secondary School. K/A/a, Benue State.
SSCE and NECO
- Sep1990-June1995 Aliyu Mustafa International Nursery and Primary School. Jimeta,
Adamawa State. First School Leaving Certificate

WORKING EXPERIENCES:

- July2013-Dec 2015 Ruby Classy Nursery and Primary School. Jalingo, Taraba State.
Classroom Teacher
- July2013-Dec 2015 Government Day Secondary School Army Barracks. Adamawa State. Teaching Practice.
- Jan-Oct 2011 Sacred Heart Minor Seminary juro-yinu, Taraba State.
Subject teacher/ form mistress.
- June2012 -June 2013 Community Secondary School Etu-urushietEkpo. Akwa ibom State. National Youth Service Corps/ Subject Teacher.
- June-Dec 2009 Sebore Farms and Export. Mayo-belwa, Adamawa State
Industrial Training Scheme.
- Jan-June 2009 Government Day Secondary School Army Barracks Yola,

Adamawa State. Teaching Practice

LEADERSHIP, PRO-ACTIVE AND TEAM WORKING SKILLS:

- Working with minimal supervision, being able to understand and utilize job aids / test procedures.
- Owning up to responsibility/ corrections when mistakes are made.
- Good team spirit developed with colleagues by identifying their strengths and giving positive feedback when undergoing tasks.

INFORMATION AND TECHNOLOGY SKILLS:

Competent user of most Microsoft applications.

HOBBIES:

Reading, self development, cooking, travelling, and meeting new people.

REFEREES:

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