



## **The opinions of teachers on primary school performance evaluation: case study in Nigeria, Benue State**

## **Las opiniones de los maestros sobre la evaluación del desempeño de la escuela primaria: estudio de caso en Nigeria, Estado de Benue**

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**Abstract**

This current research examined the opinions of primary school teachers on the evaluation of primary school's performance. 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 analysed using IBM SPSS version 21.0 and descriptive statistics to measure teachers' opinions on performance in primary schools using four variables. The findings reveal that in assessing the performance of a child, the school should focus on gains or improvements in the child's performance rather than simply attainment levels at a given point in time and that when a school adopt and implement a viable curriculum it enhances the performance of the school which means that the efficacy of the teacher is influenced by what to teach. And also making recommendation on how these problems can be solved

**Resumen**

Esta investigación actual examinó las opiniones de los maestros de escuela primaria sobre la evaluación del desempeño de la escuela primaria. Se utilizó un análisis cuantitativo en el estudio. Se administraron 200 cuestionarios a los maestros de las escuelas primarias seleccionadas utilizando un muestreo aleatorio, pero solo 161 cuestionarios fueron válidos. Los datos recopilados se analizaron utilizando IBM SPSS versión 21.0 y estadísticas descriptivas para medir las opiniones de los maestros sobre el desempeño en las escuelas primarias utilizando cuatro variables. Los hallazgos revelan que al evaluar el desempeño de un niño, la escuela debe enfocarse en los logros o mejoras en el desempeño del niño en lugar de simplemente alcanzar niveles en un momento dado y que cuando una escuela adopta e implementa un plan de estudios viable, mejora el desempeño de la escuela, lo que significa que la eficacia del maestro está influenciada por lo que se debe enseñar. Y también hacer recomendaciones sobre cómo se pueden resolver estos problemas

**Keywords**

Teachers; Performance; Evaluation; Primary school; Students

**Palabras clave**

Profesores; Desempeño; Evaluación; Escuela primaria; Alumnos

## 1. Introduction

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, it's 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 school's performance bringing possible recommendation that will be used to solve its problems. 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.

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.

## 2. Related literature

### 2.1. The concept of teacher effectiveness

Effective teaching lies in the value system of those who evaluate teaching and categorize it under good or bad. A good teacher should assist learners to do well in tests and examinations. In consonant with the foregoing, Akuezeuilo (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, scholarship, 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 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. Orderliness in class helps the teacher discharge his teaching duties without hitches and in a calm atmosphere (Orseer, 2006).

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.

## **2.2. Performance evaluation**

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. 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, 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. 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, 2004).

Sarwar (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, ability to sustain classroom control, severe assessment, learner analysis, appraise student effort, insufficiency of resources and slightest prospect for the teaching profession.

Rasheed, Sarwar & Aslam (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 it standards.

### **2.3. The school administrative system**

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. 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 Odo (2006) see educational administration as a discipline that deals with the management of educational enterprise in communities, regions and nations. 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.

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 successfully running of the school depends to a great extent on the caliber of workers selected by the principal. 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. Edem (1998) advices 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.

### **2.4. 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. The effect of education holds an observable fact that has drawn the attention of many, because these 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.

The major reason of teaching at all stage of education is to convey a basic transformation in the student (Tebabal & 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. 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. 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, 2002). 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).

## 2.5. School curriculum and implementation

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. 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.

Alexander (2010) stated that the outcomes from curriculum styles are consistently motivated by political concerns instead of basing it on clear cut goals. He 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.

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.

Education is well planned on the foundation of the curriculum. The significance of the connection linking curriculum along with teaching ought to be underlined. The curriculum, as claimed by Denga (1993) that 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.

The effectiveness of the teacher is subjective to what to teach. Aboho (2000) stated that all high-quality teaching is supposed to start with an all-inclusive and attainable curriculum

objective. 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. 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 student's 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. 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.

### 3. Method

Quantitative method was 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 were administered using random sampling technique to find out the viewpoints as well as understanding regarding the matter. 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.

The names of the respondent, targeted sample size, invalid sample size and the valid sample size of the various schools used for this study are shown in table 1 below

**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

Table 2 illustrate the teachers response in percentage to the evaluation of the school administrative system, it shows the teachers views on how the school administrative system affect the performance of the school.

**Table 2.**

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

The study shows that teachers strongly believe that the evaluation of the learning process and also the performance of the children in schools will influence the performance of schools as shown in Table 3 below.

**Table 3.**

Evaluation of the learning process and performance. Response in percentage

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)

Table 4 illustrates the extents to which the evaluation of the school's curriculum influences the performance of pupils in primary schools; it shows the response of the teachers on their views on the evaluation of the curriculum their response which is in strongly agreed, Agreed, Not agreed, Disagreed, and strongly disagreed

**Table 4.**  
Evaluation of the curriculum

Questions	SA %	A %	N %	D %	SD %
Does your school align the planning of its curriculum with the trends in education development, the schools development goals and students learning needs?	55 (39.6)	44 (31.7)	32 (23.0)	4 (2.9)	4 (2.9)
Does your school map out a curriculum framework that is balanced and broad in coverage, so that students 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 make use of curriculum evaluation data to inform curriculum planning?	64 (46.0)	43 (30.9)	26 (18.7)	3 (2.2)	3 (2.2)

Table 5 illustrates the descriptive table which shows that the minimum depicts the smallest data in the sample while the maximum shows the largest data in the sample while 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 5.**  
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	1.7770	.76391
Learning process and performance	139	1.00	3.88	2.0324	.74835
School curriculum implementation	139	1.00	4.25	1.9739	.78127
Performance assessment	139	1.00	5.00	1.8867	.87136
Valid n (list wise)	139				

#### 4. Discussion and conclusions

Based on the analysis we can therefore summarize that the teachers opinion collected based on the teacher's evaluation of the schools administrative system presented on table 2 shows most of the respondents strongly agreed and agreed tools, the teachers evaluated the administrative system as one of the major tool that influences the performances of primary schools this is because the schools 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 opinion that learning process facilitates the performance of the school, all the process involves in learning that is teaching method, the use of instructional materials the performance of a school will be enhanced. 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 emphasized that the function of a leader is to initiate new procedures for accomplishing the organizations goals and objectives.

The teacher's opinion on school curriculum and its implementation where chiefly strongly agreed this means that 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 content and objective of subjects should tally with the choice of curriculum materials.

The teacher response mostly are agreed and strongly agreed showing that the school have a proper assessment policy making different sources of assessment which will enhance the effectiveness of students learning but it will also enhance the performance of the school.

The descriptive table (5) shows that the minimum depicts the smallest data in the sample while the maximum shows the largest data in the sample while 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. The table illustrates that, the mean value of teacher's evaluation of the school administration system 1.7770. This indicates that, 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, there was 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 teacher's positive response to the school curriculum and its implication.

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

## 5. Recommendations

1. Schools should adopt curriculum and implement it as an evidence-based, well-developed curriculum would promote academic growth in children. Primary school programs should employ a curriculum which is geared toward developing young children. A specific curriculum should be endorsed as evident through examples of statewide endorsement of published curricula. Furthermore, schools should be interested in measuring the additive contributions of particular school curricula on the developmental outcome of children.
2. To improve the performance of children schools should embrace a student-centered learning environment this seems to produce higher-level learning outcomes. teachers should create an atmosphere conducive to learning in order to enhance the development of students' learning experiences.
3. The school administrative system should directly involve themselves in planning, coordinating and evaluating the curriculum and teaching. should ensure that evaluation, inquiry and knowledge building activities are purposeful, systematic and coherent, interconnected at student, teacher, classroom and school levels let it be supported by the selection, design, this will build relational trust at all levels of the school community and support openness, collaboration and risk taking, as well as receptiveness to change and improvement.
4. 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.
5. Teachers should also increase their knowledge of various instructional strategies in order to keep students engaged and motivated throughout the learning process.

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