

## IMPACT OF PRINCIPALS' MONITORING SKILLS ON TEACHERS' JOB PRODUCTIVITY IN POST BASIC SCHOOLS IN ADAMAWA STATE, NIGERIA

UMAR, Muhammed<sup>1</sup> & AWODOYIN, Francis Olajire<sup>2</sup> PhD

<sup>1&2</sup>Department of Education Foundations, Faculty of Education,  
Modibbo Adama University, Yola.

[alajishago9@gmail.com](mailto:alajishago9@gmail.com) +2347065646721

### Abstract

*The study investigated the impact of principals' monitoring skills on teachers' job productivity in Post-Basic Schools in Adamawa State, Nigeria. The study had three objectives, three research questions, and three null hypotheses. An ex post facto research design was adopted. The target population consisted of all teachers and principals in Post-Basic Schools in Adamawa State, with a total of 5,524 individuals. A sample size of 364 respondents, comprising 60 principals and 304 teachers, was selected using a multi-stage sampling technique from 60 schools across three educational zones. Data were collected through an adapted questionnaire titled "Principals' Monitoring Skills Questionnaire (PMSQ) and Teachers' Job Productivity Questionnaire (TJPQ)." The instruments were validated by experts, and a reliability coefficient of 0.80 and 0.83 were established using Cronbach Alpha. Data were analyzed using descriptive statistics of mean and standard deviation to answer the research questions, while inferential statistics of simple linear and multiple regression analyses were used to test the null hypotheses at the 0.05 level of significance. Findings revealed that principals in Post-Basic Schools in Adamawa State demonstrated a moderate level of monitoring skills across classroom observation (mean = 2.58, SD = 1.15), and lesson plan evaluation (mean = 2.60, SD = 1.14), record-keeping (mean = 2.71, SD = 1.06). Results further showed that principals' classroom observation skills ( $F(1,58) = 11.269, p < 0.05$ ), lesson plan evaluation skills ( $F(1,58) = 22.301, p < 0.05$ ) significantly influenced teachers' job productivity. The combined analysis of principals' monitoring skills showed a statistically significant collective impact on teachers' job productivity ( $F(2,57) = 11.639, p < 0.05$ ) with  $R = 0.754$  and  $R^2 = 0.569$ , indicating that about 56.9% of the variance in teachers' productivity was explained by the combined monitoring skills. The study concluded that effective monitoring practices by principals particularly in classroom observation and lesson plan evaluation are essential for enhancing teachers' job productivity and achieving quality educational outcomes. It was therefore recommended among others that the Ministry of Education and school boards should organize regular training and workshops to strengthen principals' monitoring capacities.*

**Keywords:** Principals' Monitoring Skills, Classroom Observation Skills, Lesson Plan Evaluation Skills, and Teachers' Job Productivity.

### Introduction

A teacher is a professional who facilitates the acquisition of knowledge, skills, values, and attitudes among learners through structured instruction and guidance. Teachers serve as the primary

conduit for the delivery of curriculum content in formal educational settings, playing a pivotal role in shaping students' cognitive, social, and emotional development. Their responsibilities extend beyond imparting knowledge, as they are

also tasked with motivating students, fostering critical thinking, and creating a positive learning environment that is conducive to the personal growth of each learner (Hattie & Anderman, 2019). Teachers are primarily responsible for delivering lessons based on a curriculum, ensuring that students comprehend and apply the content. They use various instructional strategies, such as lectures, discussions, hands-on activities, and technology, to engage students and cater to different learning styles. Strong monitoring skills help align teaching practices with the broader goals of secondary education, ensuring that educators are equipped to meet the needs of their students and fulfill the curriculum's objectives (Hattie & Anderman, 2019).

However, the strategic management team's strategies of monitoring teaching and learning are characterized by laxity and lack of decisiveness by the management (Mngomezulu & Bhengu, 2015). Mestry, (2017) state that various activities in the teaching and learning process should be monitored and assessed daily. Some of these activities being monitored are; classrooms instruction processes, instructional assessment and teaching. On instructional assessment, Khan *et al.* (2019) argue that it's the basis of an efficient teaching and learning process. Most teachers begin and winds up their instructional process through assessment. Masters (2018) states that the principals monitor students' success by checking the improvement in school mean score especially internal tests and external examinations. Their expectation is to see every teacher assess learners frequently and maintain records of how well every learner is performing in those assessments. Kipkorir (2015) adds that in cases where there is no monitoring, several tests and exams administered by teachers are wanting in standard. They normally lack

originality of style, clarity of language and skills.

In the context of modern education, the role of a teacher has evolved significantly due to advancements in technology and changing pedagogical approaches. The rise of e-learning platforms and digital tools has expanded the traditional classroom, enabling teachers to deliver lessons in virtual environments and reach students across geographical barriers (Selwyn, 2021). This shift has required teachers to become proficient in digital literacy, adapting their instructional methods to incorporate multimedia resources, online assessments, and virtual collaborations. Moreover, the emphasis on inclusive education has reshaped the role of teachers in addressing the needs of diverse learners, including those with disabilities, language barriers, and socio-economic challenges. Teachers today must be equipped to implement inclusive teaching strategies that ensure all students have equal access to learning opportunities (Ainscow *etal.*, 2025). In addition, the growing focus on mental health and well-being in education has prompted teachers to take on a more holistic approach to student development. Beyond academic instruction, teachers are now expected to support the emotional and psychological well-being of students, recognizing the impact of mental health on learning outcomes (Bates & Weare, 2020). The pivotal role of teachers in the educational system profoundly impacts learning outcomes (Ololube, 2020).

Teachers' job productivity encompasses a wide range of factors such as preparation of lesson notes, preparation of lesson plan based on prescribed curriculum in accordance to weekly scheme of work, adherence to lesson time table, enforcement of classroom discipline, high students' classroom engagement, personalised instruction, classroom management, effective use of instructional

strategies and resources that contribute to successful teaching and positive student outcomes in schools. Teachers' job productivity significantly influence the success or failure of instructional activities, thereby shaping the educational process and outcomes (Smet, 2022). Effective instructors play a vital role in advancing education by guiding and mentoring students. The principal, in a school setting, holds a unique authority to motivate and support teachers, contributing to the promotion of effective teaching and learning (Smet, 2022). Segmenting teachers' job productivity roles into structured goal structures, multidimensional job performance constructs, competence standards, and managing and measuring job performance is crucial for enhancing the teaching process (Carver & Darling, 2019). This includes aspects such as classroom organization, monitoring and evaluation, maintaining a conducive learning environment, and exhibiting leadership qualities (Smet, 2022). Instructional planning involves lesson plans, class activities, and various activities during teaching, while classroom organization encompasses furniture arrangement, knowledge of the curriculum, physical classroom conditions, and student engagement (Goldhaber & Cowan, 2021). Assessing student learning through examinations, tests, and homework checks, known as monitoring and evaluation (ME), is a critical facet (Roselin, 2019).

Moreover, fostering a secure, healthy, inclusive, and conducive learning environment is essential for effective communication and classroom discipline. Teacher leadership, encompassing student motivation, guidance, mentoring, and positive influence, represents a foundational aspect of their job performance (Atif *et al*, 2020). These components collectively contribute to the effectiveness of teaching and learning

within educational institutions. Teachers are also responsible for assessing student performance. This includes designing tests, quizzes, and other evaluation tools that measure student understanding of the subject matter. Teachers use formative (ongoing) and summative (final) assessments to track student progress, provide feedback, and adjust their teaching strategies to address learning gaps (Brookhart, 2020). Monitoring skills are essential in ensuring that teachers maintain consistent performance standards and continuously improve their teaching methods.

Principals monitoring skills involves regular observation of classroom practices, assessment of teaching strategies, and evaluation of student outcomes. By systematically tracking these areas, administrators can ensure that teachers adhere to curriculum standards and instructional goals. According to Victor and Obert (2017), continuous monitoring allows for the identification of gaps in instructional delivery and provides timely feedback to teachers, enabling them to make necessary adjustments that enhance their productivity. This continuous oversight ensures that teaching practices remain aligned with the institution's objectives and improve overall educational outcomes. Hoang (2024) emphasize that regular monitoring prevents complacency and fosters a culture of accountability, ensuring that teachers remain focused on delivering high-quality instruction. When teachers are held accountable for their teaching practices, they are more likely to stay organized, maintain effective classroom management, and prioritize student engagement, all of which are indicators of enhanced productivity.

Additionally, monitoring skills contribute to maintaining accountability among teachers. Monitoring skills includes; record-keeping skills, classroom

observation skills, performance appraisal skills, communication skills, problem-solving skills, decision-making skills and lesson plan evaluation skills (Haberlin & Burns, 2024). This study focused on classroom observation and lesson plan evaluation monitoring skills. Student achievement is likely to increase when there is an improvement in the supervision of instruction within the classroom. The classroom observation methods employed by principals assist in offering teachers the necessary support for their success, while also allowing them to evaluate different teaching strategies and methods to ensure that students achieve high standards in their education (Kolako, 2024).

Principals' classroom observation is fundamental to increasing the quality of education. Classroom observation refers to monitoring technique that enables the principals to become more acquainted with the teachers and students, and also unearth the various techniques the teachers use when executing their instruction functions (Kolako, 2024). Effective classroom observation practices are seen as the foundation of high-quality and lifelong learning. The attainment of efficient and successful teaching and learning in schools depends on having adequate supervision (U-Sayee & Adomako, 2021). According to Mulatu (2016), classroom observation ensures that proper standards are adhered to in classrooms and motivates teachers to further their professional growth in order to fulfill the learning needs of their students. Kolako (2024) revealed that the principals regularly carried out supervision in the classrooms and ensured that students' behaviors were controlled in the classrooms by setting class rules. Baker and Bloom (2017) asserted that principals' visitations to the classrooms enable them to observe how teachers carry on instruction and also ensure that the various instructional practices are observed by the teachers in the classrooms. Classroom observation is one of the stages of clinical

supervision, and the principal purpose of observation is to capture the realities of the occurrences in the classrooms. Classroom observation positively and significantly influences teachers' effectiveness in the classroom. Teachers' who are adequately observed in the classroom perform more effectively than their counterparts who are not adequately observed (Iroegbu & Etudor-Eyo, 2016). Every subject teacher is expected to prepare his/her plan or notes of teaching on each subject for the class(es) to be taught. The notes are expected to be comprehensive enough to be understood by any other teacher in the same subject area to be able to use it to teach in case the teacher is officially engaged or indisposed that he/she cannot teach the subject. When principals take instructional supervision seriously, teachers might want to ensure they adhere to the provisions of the first step in teaching, which is lesson plan evaluation.

Lesson plan evaluation is the administrators ability to critically assess the quality and effectiveness of lesson plans prepared by teachers, ensuring alignment with curriculum standards and educational objectives (Ilavbare, 2023). Lesson plan evaluation is the act of envisioning a model teaching and learning scenario and drafting all possibilities on paper to serve as the road map for the actual teaching and learning experience. Lesson plan evaluation is the act of envisioning a model teaching and learning scenario and drafting all possibilities on paper to serve as the road map for the actual teaching and learning experience (Ilavbare, 2023). It is first step to organizing possible teaching experience formally. Lesson plans are to teachers what ammunitions are to the army. Lesson plan guides the teacher from start to finish in instructional delivery. It is an aid to curriculum implementation which the teacher is primarily tasked to do. For a teacher to carry out the duties of teaching, he has to plan how he will do the teaching,

and without him planning, he might not effectively facilitate learning in students. This is in line with the common adage ‘he who fails to plan, invariably plans to fail’. In essence, for a teacher to perform his primary duties effectively, he has to plan the instruction well (Ilavbare, 2023). This shows that lesson plan influences teachers’ job performance as follows: helps teachers improve in lesson planning as supervisor might detect and correct lesson plan error(s); helps to curb teacher’s truancy and lateness to class; helps teacher to improve in class control and management; helps teachers improve in application of teaching methods, and makes teacher active and innovative.

In an ideal situation, teachers are expected to consistently exhibit high job productivity often due to the fact that government over the years have spent a very huge amount of money in training and retraining of teachers (Musa & Fasasi, 2023). Teachers are expected to be well-prepared, engaging, and effective in their teaching methods especially during instructional delivery. In reality, the job productivity of teachers can vary significantly. While many teachers demonstrate exceptional dedication and competence, others may struggle due to various factors. Despite the clear objectives set by the National Policy on Education (NPE) for secondary education in Nigeria, there is a significant gap between these aims and the actual outcomes being achieved (Raina, 2020). The author revealed that the NPE highlights objectives such as developing students’ abilities to communicate effectively, inculcating moral and ethical values, and preparing students for further education and useful living in society. However, these objectives are often not fully realized due to issues related to teachers’ job productivity.

Based on current realities, Musa and Fasasi (2023) observed that some teachers

pay lips service to their job-commitment as most of them are seen hawking during school hours. Most teachers no longer plan their lessons, nor write their lesson notes. Some shy away from marking students assignments, test and examinations. Most teachers deliberately don’t keep any form of records, which could hamper effective classroom management. This the researcher perceived could either be as a result of gaps in supervisory and monitoring skills of school principals. Consequent upon these testimonies, the alarming rise of poor attitude to work which may lead to poor job productivity.

Consequently, the situation is so bad that teachers write out just anything as lesson notes without adequate checking of the notes for positive pedagogical results, poor classroom instruction, poor evaluation of students’ performance during and at the end of the term, inappropriate adoption of teaching methods, poor use of teaching aids, poor supervision of students’ extracurricular activities among others. Could it be that these laxities emanate from poor consequences of principals’ monitoring skills (classroom observation skills and lesson plan evaluation)? Based on the above stated reasons, the researcher sought to examine the impact of principals’ monitoring skills on teachers’ job productivity in Post Basic Schools in Adamawa State, Nigeria.

### **Purpose of the Study**

The purpose of this study is to examine the impact of principals’ monitoring skills on teachers’ job productivity in Post Basic Schools in Adamawa State, Nigeria. Specifically, the study sought to:

1. investigate the impact of principals’ classroom observation skills on teachers’ job productivity in Post Basic Schools in Adamawa State, Nigeria.
2. assess the impact of lesson plan evaluation skills on teachers’ job



productivity in Post Basic Schools in Adamawa State, Nigeria.

3. determine the impact of administrators' monitoring skills (classroom observation skills, lesson plan evaluation skills) on teachers' job productivity in Post Basic Schools in Adamawa State, Nigeria.

### **Research Questions**

The following research questions were raised to guide the study:

1. What is the level of principals' classroom observation skills in Post Basic Schools in Adamawa State, Nigeria?
2. What is the level of lesson plan evaluation skills in Post Basic Schools in Adamawa State, Nigeria?
3. What is the level of teachers' job productivity in Post Basic Schools in Adamawa State, Nigeria?

### **Hypotheses**

The following null hypotheses were formulated to guide the study and were tested at 0.05 Alpha level of significance:

1. Classroom observation skills have no significant impact on teachers' job productivity in Post Basic Schools in Adamawa State, Nigeria.
2. Lesson plan evaluation skills have no significant impact on teachers' job productivity in Post Basic Schools in Adamawa State, Nigeria.
3. Administrators' monitoring skills (classroom observation skills, lesson plan evaluation) have no significant impact on teachers' job

productivity in Post Basic Schools in Adamawa State, Nigeria.

### **Methodology**

Expost facto research design was adopted for the study. This study was carried out in Adamawa State, Nigeria. The population of this study is 4,035 principals and teachers from three Education Zones of Numan. The study's sample consists of 364 respondents determined using the Taro Yamane formula for calculating sample size. A multi-stage sampling approach was employed for the research. Two adapted instruments were used for data collection. The instruments were adapted from Northouse (2016). The instruments were scored on a five-point Likert type Scale of Very High Level (VHL=5), High Level (HL=4), Moderate Level (ML=3), Low Level (LL=2), and Very Low Level (VLL=1). The instruments were subjected to face and construct validation by three experts, from the Department of Educational Foundations, Faculty of Education, Modibbo Adama University, Yola. The instruments yielded a Content Validity Index of 0.77 and 0.80 for AMSQ and TJPQ. For the reliability of the instruments, its consistency was determined using Cronbach Alpha Method. Specifically, internal consistency of items, and an overall reliability coefficients of 0.80 and 0.83 were obtained for AMSQ and TJPQ respectively. Data was collected through the direct delivery approach. Descriptive statistics of Mean and Standard Deviation were used in answering the research questions raised, using real limits of numbers. While, inferential statistics of simple linear and multiple-regression analyses were used in testing the null hypotheses at a 0.05 level of significance. The criterion for the null hypothesis was: reject the null if the F-ratio was below 0.05; otherwise, do not reject it.

## Results

The research questions were answered using mean and standard deviation while the null hypotheses were tested at 0.05 level of significance using linear regression analysis.

### Research Question 1

What is the level of principals' classroom observation skills in Post Basic Schools in Adamawa State, Nigeria?

**Table 1: Mean and Standard Deviation of Level of Principals' Classroom Observation Skills in Post Basic Schools**

| S/N | Item (304)                                                                                                                       | Mean        | S. D        | Remark    |
|-----|----------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-----------|
| 1   | Purposeful observation geared towards evaluating teacher performance                                                             | 2.73        | 1.37        | ML        |
| 2   | Identifying areas for teachers professional pedagogical development                                                              | 2.48        | 1.11        | LL        |
| 3   | Purposeful observation geared towards gathering data to support school-wide improvement initiatives on lesson planning           | 2.52        | 1.13        | ML        |
| 4   | Creating a safe space for teachers to reflect on their practice by engaging in dialogue about effective instructional strategies | 2.56        | 1.14        | ML        |
| 5   | Observing how teachers engage students with materials for effective learning                                                     | 2.62        | 0.98        | ML        |
|     | <b>Grand Mean</b>                                                                                                                | <b>2.58</b> | <b>1.15</b> | <b>ML</b> |

Source: Field survey, 2025

The mean ratings for principals' classroom observation skills shown in Table 1 ranged from 2.48 to 2.73, while the standard deviations ranged from 0.98 to 1.37, showing moderate variability in responses. The highest mean score (2.73) indicates that purposeful observation geared towards evaluating teacher performance was

practiced moderately, while the lowest mean (2.48) shows a lower level of identifying areas for teachers' professional development. The grand mean of 2.58 with a standard deviation of 1.15 reveals that principals in Post Basic Schools in Adamawa State have a moderate level (ML) of classroom observation skills.

### Research Question 2

What is the level of principals' lesson plan evaluation skills in Post Basic Schools in Adamawa State, Nigeria?

**Table 2: Mean and Standard Deviation of Level of Principals' Lesson Plan Evaluation Skills in Post Basic Schools**

| S/N | Item (304)                                                           | Mean | S. D | Remark |
|-----|----------------------------------------------------------------------|------|------|--------|
| 6   | Analyzing learning objectives facilitate effective lesson delivery   | 2.59 | 1.16 | ML     |
| 7   | Assessing alignment of learning objectives with curriculum standards | 2.89 | 1.12 | ML     |

|                   |                                                                                                                   |             |             |           |
|-------------------|-------------------------------------------------------------------------------------------------------------------|-------------|-------------|-----------|
| 8                 | Evaluating instructional strategies (based on variety, engagement & differentiation)                              | 3.06        | 1.13        | ML        |
| 9                 | Evaluating overall plan effectiveness (based on time management, resources, flexibility & technology integration) | 1.91        | 1.07        | ML        |
| 10                | Providing feedback (based on classroom observation, peer review & data analysis)                                  | 2.54        | 1.20        | ML        |
| <b>Grand Mean</b> |                                                                                                                   | <b>2.60</b> | <b>1.14</b> | <b>ML</b> |

Source: Field survey, 2025

As shown in Table 2, the mean ratings ranged from 1.91 to 3.06, with standard deviations between 1.07 and 1.20, indicating moderate variation among respondents. The highest mean (3.06) implies that evaluating instructional strategies was moderately practiced, while

the lowest mean (1.91) shows a lower level of evaluating overall lesson plan effectiveness. The grand mean of 2.60 and standard deviation of 1.14 indicate that principals demonstrate a moderate level (ML) of lesson plan evaluation skills in Post Basic Schools in Adamawa State.

**Research Question 3:** What is the level of teachers' job productivity in Post Basic Schools in Adamawa State, Nigeria?

**Table 3: Mean and Standard Deviation of Level of Teachers' Job Productivity in Post Basic Schools**

| S/N               | Item (n = 60)                                             | Mean        | S. D        | Remark    |
|-------------------|-----------------------------------------------------------|-------------|-------------|-----------|
| 1.                | Application of classroom management skills                | 2.98        | 1.27        | ML        |
| 2.                | Use of available technology in teaching                   | 2.57        | 1.11        | ML        |
| 3.                | Students' assessment                                      | 2.67        | 1.13        | ML        |
| 4.                | Adaptability to students' needs                           | 2.58        | 1.21        | ML        |
| 5.                | Using instructional materials during lesson               | 2.75        | 1.02        | ML        |
| 6.                | Time management                                           | 2.55        | 1.20        | ML        |
| 7.                | Planning of scheme of work based on prescribed curriculum | 3.15        | 1.04        | ML        |
| 8.                | Punctuality to school                                     | 3.23        | 1.05        | ML        |
| 9.                | Classroom discipline                                      | 1.80        | 1.02        | LL        |
| 10.               | Planning for Lesson                                       | 2.65        | 1.18        | ML        |
| <b>Grand Mean</b> |                                                           | <b>2.69</b> | <b>1.12</b> | <b>ML</b> |

Source: Field survey, 2025



Table 3 shows that the mean ratings ranged from 1.80 to 3.23, with standard deviations between 1.02 and 1.27, indicating moderate variability. The highest mean (3.23) shows that punctuality to school was practiced at a moderate level, while the lowest mean (1.80) reveals

a low level of classroom discipline. The grand mean of 2.69 with a standard deviation of 1.12 indicates that teachers in Post Basic Schools in Adamawa State exhibit a moderate level (ML) of job productivity.

### Hypotheses Testing

The following null hypotheses were tested using simple linear and multiple-regression analyses at 0.05 Alpha level of significance:

**H<sub>01</sub>:** Classroom observation skills have no significant impact on teachers' job productivity in Post Basic Schools in Adamawa State, Nigeria.

**Table 4a: ANOVA Results of Impact of Classroom Observation Skills on Teachers' Job Productivity in Post Basic Schools**

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 2.645          | 1  | 2.645       | 11.269 | .001 <sup>b</sup> |
|       | Residual   | 13.613         | 58 | .235        |        |                   |
|       | Total      | 16.257         | 59 |             |        |                   |

a. Dependent Variable: TEACHERS' JOB PRODUCTIVITY

b. Predictors: (Constant), Principals' Classroom Observation Skills

The ANOVA results presented in Table 4a shows that the regression model predicting teachers' job productivity from principals' classroom observation skills is statistically significant,  $F(1,58) = 11.269, p < 0.05$ .

This indicates that principals' classroom observation skills have a significant overall impact on teachers' job productivity in Post Basic Schools in Adamawa State.

**Table 4b: Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .403 <sup>a</sup> | .163     | .148              | .484                       |

a. Predictors: (Constant), Principals' Classroom Observation Skills

The model summary Table 4b reveals a correlation coefficient of  $R = 0.403$ , showing a moderate positive relationship

between classroom observation skills and teachers' productivity. The coefficient of determination  $R^2 = 0.163$  means that about

16.3% of the variation in teachers' job productivity can be explained by principals' classroom observation skills. After adjusting the possible error,

principals' classroom observation skills explained 14.8% of the variation in teachers' job productivity.

**Table 4c: Coefficients of Beta**

| Model |                                          | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|-------|------------------------------------------|-----------------------------|------------|---------------------------|-------|------|
|       |                                          | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant)                               | 1.929                       | .236       |                           | 8.168 | .000 |
|       | Principals' Classroom Observation Skills | .305                        | .091       | .403                      | 3.357 | .001 |

**a. Dependent Variable: TEACHERS' JOB PRODUCTIVITY**

The coefficients Table 4c shows that the standardized beta value ( $\beta = 0.403$ ,  $p = 0.001$ ) is positive and statistically significant. This implies that an

improvement in principals' classroom observation skills leads to a corresponding increase in teachers' productivity. Hence, the null hypothesis ( $H_{01}$ ) is rejected.

**H<sub>02</sub>:** Lesson plan evaluation skills have no significant impact on teachers' job productivity in Post Basic Schools in Adamawa State, Nigeria.

**Table 5a: ANOVA Results of Impact of Lesson Plan Evaluation Skills on Teachers' Job Productivity in Post Basic Schools**

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 4.515          | 1  | 4.515       | 22.301 | .000 <sup>b</sup> |
|       | Residual   | 11.742         | 58 | .202        |        |                   |
|       | Total      | 16.257         | 59 |             |        |                   |

**a. Dependent Variable: TEACHERS' JOB PRODUCTIVITY**

**b. Predictors: (Constant), Principals' Lesson Plan Evaluation Skills**

The ANOVA result presented in Table 5a indicates that lesson plan evaluation skills

significantly influence teachers' job productivity,  $F(1,58) = 22.301$ ,  $p < 0.05$ . This means that the model is statistically

significant and that lesson plan evaluation skills contribute meaningfully to teachers' productivity levels.

**Table 5b: Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .527 <sup>a</sup> | .278     | .265              | .449                       |

a. Predictors: (Constant), Principals' Lesson Plan Evaluation Skills

From the model summary Table 5b, the correlation coefficient is  $R = 0.527$ , indicating a strong positive relationship between principals' lesson plan evaluation skills and teachers' job productivity. The  $R^2 = 0.278$  shows that lesson plan evaluation skills explain about 27.8% of

the variance in teachers' productivity, while the adjusted  $R^2 = 0.265$  confirms a good model fit. After adjusting the possible error, principals lesson evaluation skills explained 26.5% of the variation in teachers' job productivity.

**Table 5c: Coefficients of Beta**

| Model |                                           | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|-------|-------------------------------------------|-----------------------------|------------|---------------------------|-------|------|
|       |                                           | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant)                                | 1.476                       | .264       |                           | 5.582 | .000 |
|       | Principals' Lesson Plan Evaluation Skills | .486                        | .103       | .527                      | 4.722 | .000 |

a. Dependent Variable: TEACHERS' JOB PRODUCTIVITY

The coefficient result in Table 5c shows a significant positive standardized beta value ( $\beta = 0.527$ ,  $p = 0.000$ ), suggesting that teachers' productivity increases with better lesson plan evaluation skills by principals. Thus, the null hypothesis ( $H_0$ ) is rejected.

**H<sub>03</sub>:** Administrators' monitoring skills (classroom observation skills, lesson plan evaluation) have no significant impact on teachers' job productivity in Post Basic Schools in Adamawa State, Nigeria.

**Table 6a: ANOVA Results of Impact of Administrators' Monitoring Skills on Teachers' Job Productivity in Post Basic Schools**

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 9.243          | 2  | 1.540       | 11.639 | .000 <sup>b</sup> |
|       | Residual   | 7.015          | 57 | .132        |        |                   |
|       | Total      | 16.257         | 59 |             |        |                   |

a. Dependent Variable: TEACHERS' JOB PRODUCTIVITY

b. Predictors: (Constant), Principals' Classroom Observation Skills, Principals' Lesson Plan Evaluation Skills

The ANOVA result in Table 6a indicates that the overall model combining administrators' monitoring skills is statistically significant,  $F(6,53) = 11.639, p < 0.05$ . This shows that the

combination of the two monitoring skills significantly influences teachers' job productivity in Post Basic Schools in Adamawa State.

**Table 6b: Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .754 <sup>a</sup> | .569     | .520              | .364                       |

a. Predictors: (Constant), Principals' Classroom Observation Skills, Principals' Lesson Plan Evaluation Skills

The model summary in Table 6b shows a strong correlation ( $R = 0.754$ ) between administrators' monitoring skills and teachers' job productivity. The statistic indicates that 56.9% of the variability in teachers' productivity is accounted for by the combined influence of the two

monitoring skills, while the adjusted statistic suggests a moderate relationship. After adjusting the possible error, principals monitoring skills (classroom observation skills, and lesson plan evaluation) explained 52.0% of the variation in teachers' job productivity.

**Table 6c: Coefficients of Beta**

| Model |                                           | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|-------|-------------------------------------------|-----------------------------|------------|---------------------------|-------|------|
|       |                                           | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant)                                | 1.976                       | .308       |                           | 6.410 | .000 |
|       | Principals' Classroom Observation Skills  | .352                        | .126       | .466                      | 2.785 | .007 |
|       | Principals' Lesson Plan Evaluation Skills | -.005                       | .141       | -.005                     | -.033 | .974 |

#### a. Dependent Variable: TEACHERS' JOB PRODUCTIVITY

The coefficients Table 6c shows that some individual monitoring skills significantly predict teachers' productivity. Principals' classroom observation skills ( $\beta = 0.466$ ,  $p = 0.007$ ). However, lesson plan evaluation skills ( $p = 0.974$ ) and communication skills ( $\beta = -.005$ ,  $p = 0.701$ ) did not significantly predict productivity. The overall result leads to the rejection of the null hypothesis ( $H_{03}$ ), confirming that administrators' monitoring skills collectively have a significant impact on teachers' job productivity in Post Basic Schools in Adamawa State.

#### Summary of the Findings

The following are the findings of the study.

1. The findings reveal that principals exhibited a moderate level of classroom observation skills (grand mean = 2.58, SD = 1.15). The hypothesis test indicated that these skills had a significant impact on teachers' job productivity,  $F(1, 58) = 11.269$ ,  $p < 0.05$ , with a correlation coefficient of  $R = 0.403$  and  $R^2 = 0.163$ .
2. The findings further show that principals demonstrated a moderate level of lesson plan evaluation skills (grand mean = 2.60, SD =

1.14). This skill also had a significant impact on teachers' job productivity,  $F(1, 58) = 22.301$ ,  $p < 0.05$ , with  $R = 0.527$  and  $R^2 = 0.278$ .

3. Finally, the study findings demonstrate that teachers in Post Basic Schools exhibited a moderate level of job productivity (grand mean = 2.69, SD = 1.12). The combined analysis of principals' monitoring skills—including classroom observation and lesson plan evaluation revealed a significant collective impact on teachers' job productivity,  $F(2, 57) = 11.639$ ,  $p < 0.05$ , with  $R = 0.754$  and  $R^2 = 0.569$ .

#### Discussion of Findings

The first finding revealed that principals exhibited a moderate level of classroom observation skills, which had a significant impact on teachers' job productivity. This underscores the importance of instructional supervision as a major determinant of teacher performance. Classroom observation enables principals to monitor instructional delivery, provide feedback, and support teachers in refining their teaching methods. This suggests that even when observation practices are moderately implemented, they play a



critical role in improving teacher motivation, classroom management, and overall job performance. The implication of this finding is that regular and constructive classroom supervision enhances teachers' instructional quality and professional growth by identifying weaknesses and promoting accountability. This finding aligns with the studies of Elujekwute (2019) and Elujekwute et al. (2019), who both found that classroom observation techniques and visitation significantly influence teachers' job performance in public secondary schools in Benue State, Nigeria. Similarly, Ekpoh and Eze (2015) established that classroom observation positively affects teaching methodologies by improving teacher self-awareness and classroom effectiveness. These findings are also supported by Hillary et al. (2021), who emphasized that principals' prompt feedback and collaborative performance planning enhance teacher satisfaction and productivity. Recent studies further confirm this relationship. Olawale and Ajibola (2022) reported that instructional supervision through classroom observation improved lesson delivery and student engagement in South-Western Nigerian schools. Kibet and Muthoni (2023) found that classroom observation practices in Kenya increased teachers' instructional preparedness and promoted reflective teaching. Therefore, the present finding is consistent with the majority of previous research, indicating that classroom observation—when effectively carried out—serves as a vital strategy for improving teacher performance and school effectiveness.

The finding of the study also reveals that principals demonstrated a moderate level of lesson plan evaluation skills, which had a positive and significant impact on teachers' job productivity. This suggests that evaluating teachers' lesson plans remains a crucial leadership function in ensuring instructional effectiveness.

Lesson plan evaluation helps principals assess teachers' readiness, content organization, and alignment with learning objectives. The implication of this finding is that principals' consistent review of lesson plans promotes teacher accountability, encourages pedagogical reflection, and ensures curriculum coverage. Although the level of skill demonstrated was moderate, its significant impact suggests that even limited but consistent evaluation efforts can substantially enhance teachers' professional performance. This finding supports Ilavbare (2023), who established that lesson plan evaluation helps teachers align their instructional objectives with classroom practice, motivates learners, and equips teachers with classroom management skills. Studies such as Ogunlade and Omotosho (2022) and Adebayo and Ojo (2022) also corroborate this finding, indicating that principals' regular review of teachers' lesson plans promotes higher instructional standards and teacher productivity. Ekanem and Bello (2024) further emphasized that lesson plan appraisal, coupled with feedback, improves teachers' pedagogical competence and teaching consistency. Therefore, the present finding agrees with the bulk of previous literature, underscoring the enduring significance of lesson plan evaluation as a catalyst for improved teacher productivity and instructional quality.

The finding of the study reveals that teachers in Post-Basic Schools exhibited a moderate level of job productivity, and that principals' combined monitoring skills—including classroom observation, lesson plan evaluation, record-keeping, problem-solving, communication, and staff appraisal—had a significant collective impact on teachers' job productivity. This suggests that teacher performance is best enhanced when principals employ a holistic combination of supervisory and administrative competencies rather than

focusing on isolated practices. The implication of this finding is that teachers' productivity is intricately linked to the overall quality of school management. When principals integrate classroom supervision with lesson plan evaluation, maintain effective communication, keep accurate records, and conduct fair appraisals, they provide a supportive environment that fosters teacher motivation, accountability, and commitment to instructional improvement. The moderate level of teacher productivity observed suggests that while teachers are performing reasonably well, there remains untapped potential that could be realized through more systematic and coordinated leadership practices. This finding aligns with the works of Elujekwute et al. (2019), who found that classroom visitation and demonstration techniques collectively improved teachers' job performance in Benue State. Similarly, Unachukwu and Orji (2021), Hillary et al. (2021), and Galate (2023) demonstrated that a combination of appraisal, communication, and problem-solving skills among principals enhances teacher motivation and school effectiveness. Ilavbare (2023) also affirmed that consistent lesson plan evaluation improves teachers' classroom management and instructional planning, while Alabi and Alayande (2017) emphasized that accurate record-keeping supports administrative efficiency and teacher preparedness.

More recent findings corroborate this position. Adebayo and Ojo (2022) found that integrating supervision, communication, and appraisal practices produced a stronger cumulative effect on teacher performance than any individual skill. Similarly, Nwosu and Igwe (2023) reported that combining instructional supervision, mentoring, and feedback significantly improved teacher productivity and job satisfaction secondary schools. Ekanem and Bello (2024) also discovered that joint application of

leadership competencies especially communication, observation, and problem-solving accounted for over 50% of the variance in teacher performance in Cross River State.

### **Conclusion**

The study concluded that principals in Post Basic Schools in Adamawa State demonstrated a moderate level of monitoring skills, which collectively and significantly influenced teachers' job productivity. Specifically, classroom observation and lesson plan evaluation were strong predictors of teacher productivity. Overall, the study emphasizes that strengthening principals' monitoring competencies through professional development and supportive policies is vital for improving teacher productivity and achieving quality education outcomes in the state.

### **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. The Ministry of Education and relevant school boards should organize periodic training and workshops for principals on effective classroom observation techniques. These programs should emphasize constructive feedback, objective evaluation, and professional support strategies to strengthen teachers' instructional delivery and classroom management.
2. Principals should be encouraged to adopt standardized lesson plan evaluation frameworks and provide consistent feedback that promotes reflective teaching practices. Educational authorities should also provide monitoring tools and templates to enhance the quality and consistency of lesson plan evaluations across schools.

3. A comprehensive capacity-building initiative should be implemented for principals that integrates all key monitoring skills—classroom observation, lesson plan evaluation, record-keeping, problem-solving, communication, and staff appraisal. This integrated training approach will enhance overall school leadership effectiveness and lead to sustained improvement in teacher productivity.

## REFERENCES

- Ainscow, M., Calderón-Almendros, I., Duk, C., & Viola, M. (2025). Using professional development to promote inclusive education in Latin America: possibilities and challenges. *Professional Development in Education*, 51(1), 149-166.
- Alabi, A. O. (2017). Record keeping for effective administration of secondary schools. *Journal of Public Administration and Governance*, 7(2), 7-12.
- Amaefule, M.-M. C., & Eshiet, B. M. (2022). School record management and its impact on teaching and learning in secondary schools in Akwa Ibom State, Nigeria. *African Journal of Educational Management*, 22(2), 235–250.
- Amirize, M. & Ololube, N.P. (2018). Fund management strategies for effective administration of public secondary schools in Rivers State. *Journal of Scientific Research in Education*, 11(38), 545-576.
- Baker, J. A., & Bloom, G. S. (2017). Growing Support for Principals. *The Learning Professional*, 38(2), 61- 65,79.
- Bates, E. A., & Weare, S. (2020). Sexual violence as a form of abuse in men's experiences of female-perpetrated intimate partner violence. *Journal of Contemporary Criminal Justice*, 36(4), 582-595.
- Carver-Thomas, D.& Darling-Hammond, L. (2019) The trouble with teacher turnover: How teacher attrition affects students and schools. *Educ. Policy Anal. Arch.*, 27, 36.
- Ekanem, A. E., & Bello, R. T. (2024). Instructional supervision and teacher effectiveness in secondary schools in North-Central Nigeria. *Journal of Educational Management and Policy Studies*, 6(1), 101–117.
- Ekpoh, U. I., & Eze, C. (2015). Principals' classroom observation and teachers' instructional effectiveness in secondary schools in Nigeria. *Journal of Educational Supervision*, 4(1), 23–35.
- Elujekwute, A. E. (2019). Principals' classroom observation techniques and teachers' job performance in Benue State, Nigeria. *Journal of Educational Studies*, 5(2), 44–57.
- Elujekwute, A. E., Oche, J., & Otor, I. (2019). Instructional supervision and teachers' performance in public secondary schools in Nigeria. *African Journal of Educational Research and Development*, 12(1), 33–48.
- Gárate, R. (2023). Problem-solving and decision-making skills of school administrators influenced by their individual preferences. *JETT*, 14(1), 267-278.

- Gkintoni, E., Halkiopoulos, C., & Antonopoulou, H. (2022). Neuroleadership An Asset in Educational Settings: An Overview. *Emerging Science Journal. Emerging Science Journal*, 6(4), 893–904.
- Goldhaber, D.& Cowan, J. (2021). Excavating the Teacher Pipeline : *Teacher preparation programs and teacher attrition. J. Teach. Educ.*, 65(5), 449–462.
- Haberlin, S., & Burns, R. W. (2024). Conceptualizing Images of Supervisors in Teacher Education. *Journal of Educational Supervision*, 7(1), 24-44.
- Hattie, J., & Anderman, E. M. (2019). *Visible learning guide to student achievement: Schools edition*. Routledge.
- Hillary, K., Mwangi, J., & Odhiambo, P. (2021). Principals' feedback and collaborative planning as predictors of teacher satisfaction in public secondary schools in Kenya. *Kenya Journal of Educational Leadership*, 7(2), 112–127.
- Hillary, S., Ursulla, O., & Chepkonga, S. (2021). Principals' performance appraisal and its influence on teachers job satisfaction in public secondary schools in Kakamega County, Kenya. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 26(10), 25-33.
- Hoang, A. D. (2024). School as learning organisations: The influence of educational leadership, organisational knowledge circulation, and school culture over teachers' job satisfaction in Vietnamese K-12 schools.
- Ilavbare, L. J. (2023). Principals' perception of the effect of lesson planning and instructional supervision on teachers job performance in public secondary schools in Delta State. *International Journal Of Arts Management And Professional Studies*, 3(2), 1-17.
- Iroegbu, E. E.; Etudor- Eyo, E. (2016). Principals' instructional supervision and teachers' effectiveness. *British Journal of Education*, 4(7), 99–109.
- Khan, M. A., Javed, S., & Khan, N. (2019). Assessment practices among teachers: Evidence from Pakistan. *Asian Journal of Education and Social Studies*, 6(3), 1–12.
- Kibet, R., & Muthoni, L. (2023). Instructional supervision practices and teacher performance in Kenyan secondary schools. *East African Journal of Education Studies*, 15(2), 101–115.
- Khan, F. N., Hussain, S., & Imad, M. (2019). Classroom Assessment, Literacy and Practices of Teacher Educators in. *Global Social Sciences Review*, 4, 45-51.
- Kipkorir, K. E. (2015). *Classroom assessment practices by mathematics teachers in secondary schools of Kenya*. (Unpublished Masters Thesis), university of Nairobi
- Kolako, J. B. (2024). Principals' Classroom Observation Practices and their Influence on Teaching and Learning in Public Secondary Schools in Machakos Sub-County, Kenya. *Universal Journal of Educational Research*, 3(1), 24-34.

- Masters, G. (2018). *Principal Performance Improvement Tool*. Australian Council for Educational Research.
- Mestry R. (2017). Principals' perspectives and experiences of their instructional leadership functions to enhance learner achievement in public schools. *Journal of Education*. 69 Durban 2017; *On-line version* [http://www.scielo.org.za/scielo.php?script=sci\\_arttext&pid=S2520-98682017000200012](http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2520-98682017000200012)
- Mngomezulu N. M. & Bhengu T. T. (2015). Strategies of monitoring teaching and learning: A school management team perspective, University of KwaZulu-Natal. Durban, South Africa.
- Mulatu, D., 2016. The nexus between instructional supervision, supervisors' and teachers': the practical paradox and its effect of quality education a case of Woliar Zone Administration elementary and secondary school. (1-8). *J. Educ. Res.* 2(4), 26–45.
- Musa, U., & Fasasi, K. M. (2023). Relationship between big five personality traits and teachers' job productivity in senior secondary schools in Adamawa State, Nigeria. *International Journal of Management Studies and Social Science Research*, 5(5), 174-184.
- Northouse, P. G. (2016). *Leadership: theory and practice*, (7th ed.). Los Angeles: Sage.
- Nwosu, J. (2017). Principals' communication strategies and teachers' job performance in public secondary schools in Ikenne local government area of Ogun State. *International Journal of Education, Learning and Development*, 5(9), 1–12.
- Ogunlade, O., & Omotosho, J. (2022). Lesson plan supervision and teacher performance in public secondary schools in Ekiti State. *West African Journal of Educational Research*, 8(3), 58–70.
- Ojo, S., & Adebayo, O. (2022). Influence of gender on employees knowledge of attitude towards, and perception of smart technology in the workplace. *International Journal of Intellectual Human Resource Management (IJIHRM)*, 3(02), 11-19.
- Ololube, N. P. (2020) "Teachers' job satisfaction and motivation for school effectiveness: An assessment," *Essays in Education*, 18(1), 9.
- Raina, J. (2020). Policy shifts in school education: Where do we stand. *The JMC Review*, 4, 154-180.
- Roseline, O. (2019) Utilization of instructional materials as tools for effective Academic Performance of Students: Implications for Counselling. *Proceedings*, 2, 1395.
- Selwyn, N. (2021). Ed-Tech Within Limits: Anticipating educational technology in times of environmental crisis. *E-learning and Digital Media*, 18(5), 496-510.
- Smet, M. (2022) Professional development and teacher job satisfaction: *Evidence from a Multilevel Model Mathematics*, 10, 51.
- Unachukwu, G. O., & Orji, F. O. (2021). Relationship between staff performance appraisal and reward practices adopted by principals and teachers' job productivity in public secondary schools in Anambra State, Nigeria. *Unizik Journal of*

*Educational Research and Policy Studies*, 8, 114-120.

quality education. *Heliyon*, 7(4), e06895.

U-Sayee, C. R., & Adomako, E. B. (2021). Supervisory practices and challenges faced by senior high school principals in Greater Monrovia, Liberia: implications for

Victor, C. N., & Obert, N. (2017). [Supervising the Performance of Teachers in Bulawayo Metropolitan Province](#). *Journal of Research in Marketing*, 8(1), 641-651.