



Influence of School Administrative Supervisory Practices on Teachers' Job Performance in Public Senior Secondary Schools in Bauchi State, Nigeria

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ABSTRACT

This study examined the influence of two selected school administrative supervisory practices monitoring and discipline management on teachers' job performance in public senior secondary schools in Bauchi State, Nigeria. The study was extracted from a broader thesis that examined five administrative supervision practices. A correlational survey research design was adopted. The study population comprised teachers in public senior secondary schools in Bauchi State, reported in the thesis as 7,464 teachers, while 240 respondents were selected through a multistage sampling procedure. Data were collected using a structured questionnaire titled School Administrative Supervision Practices on Teachers Job Performance in Public Senior Secondary Schools (SASPTJPSSSQ). The instrument was validated by experts and its reliability was established using Cronbach's Alpha. Descriptive statistics of mean and standard deviation were used to answer the research questions, while regression analysis was used to test the null hypotheses at the 0.05 level of significance. For monitoring, respondents recorded a grand mean of 3.53 (SD = 1.166), while regression analysis showed a positive and statistically significant influence on teachers' job performance ($\beta = 0.271$, $t = 5.347$, $p = .000$). For discipline management, the grand mean was 4.00 (SD = 0.892), and regression analysis revealed a strong positive and statistically significant influence on teachers' job performance ($\beta = 0.573$, $t = 11.136$, $p = .000$). The two null hypotheses were therefore rejected. The study concludes that direct supervisory practices, particularly regular monitoring and effective discipline management, are important for improving teachers' punctuality, commitment, instructional delivery, and classroom effectiveness. It recommends that school administrators strengthen systematic classroom monitoring and maintain fair, consistent, supportive discipline systems in public senior secondary schools in Bauchi State.

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INTRODUCTION

Education is a major instrument of national development, human capital formation, and socio-economic transformation. At the secondary school level, the quality of educational outcomes depends substantially on the effectiveness of teachers and the capacity of

school administrators to coordinate, guide, monitor, and support instructional activities. Teachers are responsible for lesson preparation, classroom instruction, assessment, classroom management, record keeping, punctuality, curriculum implementation, and other professional responsibilities. Consequently, teachers' job

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performance is an important indicator of the effectiveness of the school system. In Bauchi State, improving teachers' job performance remains a concern because of persistent challenges associated with inadequate supervision, limited professional development opportunities, shortages of instructional resources, and variations in administrative effectiveness.

The thesis from which this article is extracted identifies school administrative supervision as an important mechanism through which school leaders can guide teachers, ensure compliance with standards, identify weaknesses, and improve instructional practices. Administrative supervision includes activities such as classroom observation, monitoring of lesson preparation and attendance, provision of feedback, staff evaluation, enforcement of school rules, and maintenance of order.

The present article focuses on two of the five supervisory practices examined in the thesis: monitoring and discipline management. Monitoring refers to the continuous observation and tracking of teachers' instructional activities to ensure compliance with school standards, curriculum requirements, lesson schedules, and professional responsibilities. It may involve classroom observation, checking lesson plans and schemes of work, monitoring punctuality and attendance, and following up instructional activities. The thesis argues that effective monitoring promotes accountability and enables administrators to identify instructional challenges and provide timely intervention.

Discipline management, on the other hand, concerns the maintenance of order and appropriate behaviour among teachers and students through the application of school rules and regulations. It includes ensuring punctuality, attendance, respect for authority, professional conduct, and compliance with established procedures. The thesis conceptualizes discipline management as a means of creating an orderly and conducive environment in which teachers can concentrate on their instructional responsibilities.

The theoretical foundation of the broader study combined Henri Fayol's

Administrative Theory, Elton Mayo's Human Relations Theory, and Robert House's Path–Goal Theory. Fayol's Administrative Theory is particularly relevant because its controlling function provides a structural explanation for monitoring and the maintenance of organizational order. Human Relations Theory emphasizes supportive interpersonal relationships, motivation, recognition, and fair treatment. Path–Goal Theory explains how leaders clarify expectations, remove obstacles, provide direction, and support subordinates in achieving organizational goals. Together, these perspectives provide a basis for understanding why direct supervision and appropriate discipline may influence teacher performance.

Previous empirical studies reviewed in the thesis generally indicate that school supervision is associated with teacher effectiveness. Adeyemi (2021) reported that regular monitoring improves teachers' punctuality, lesson preparation, and classroom delivery, while Okafor and Nwankwo (2023) found that instructional monitoring enhances teacher commitment and reduces absenteeism. Similarly, Ojo and Salisu (2021) and Bello and Mohammed (2022) reported that effective discipline management improves teacher commitment, attendance, punctuality, and instructional performance. Maude Inuwa (2021), working in the Bauchi State context, also reported a positive impact of school supervision on teachers' performance.

Despite these observations, the thesis identified a contextual gap concerning the extent to which specific administrative supervision practices influence teachers' job performance in public senior secondary schools in Bauchi State. The present article addresses that gap by concentrating on monitoring and discipline management, which emerged as statistically significant predictors in the original study.

STATEMENT OF THE PROBLEM

Teachers' job performance is central to the achievement of educational objectives because ineffective lesson delivery, poor preparation, lateness, absenteeism, weak

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classroom management, and low commitment can undermine teaching and learning. In public senior secondary schools in Bauchi State, concerns about teacher performance have created a need for effective administrative supervision. School administrators are expected to monitor teachers' instructional activities and maintain discipline so that teachers can perform their professional duties effectively.

However, the thesis notes that administrative supervision is not always implemented consistently. Monitoring may be irregular, while weak discipline management can contribute to lateness, absenteeism, poor attitude to work, and reduced productivity. Although supervision is theoretically expected to improve performance, there has been limited empirical evidence specifically showing how monitoring and discipline management influence teachers' job performance in public senior secondary schools in Bauchi State. This study therefore examined the influence of these two practices on teachers' job performance.

Objectives of the Study

The study was guided by the following two objectives:

1. To examine the influence of monitoring on teachers' job performance in public senior secondary schools in Bauchi State, Nigeria.
2. To determine the influence of discipline management on teachers' job performance in public senior secondary schools in Bauchi State, Nigeria.

Research Questions

1. To what extent does monitoring influence teachers' job performance in public senior secondary schools in Bauchi State, Nigeria?
2. To what extent does discipline management influence teachers' job performance in public senior secondary schools in Bauchi State, Nigeria?

Research Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

- H₀₁: Monitoring has no significant influence on teachers' job performance in public senior secondary schools in Bauchi State, Nigeria.
- H₀₂: Discipline management has no significant influence on teachers' job performance in public senior secondary schools in Bauchi State, Nigeria.

LITERATURE REVIEW

Concept of Administrative Supervision

School administrative supervision is the systematic process through which school administrators plan, guide, monitor, evaluate, and support teachers' activities to ensure effective teaching and learning. In the thesis, supervision is treated as a management function involving structural control as well as human and behavioural considerations. Effective supervision is expected to identify weaknesses, provide feedback, encourage professional responsibility, and ensure that school objectives are implemented.

The relevance of administrative supervision to teachers' job performance is based on the assumption that teachers work within an organizational structure where expectations, standards, feedback, accountability, and discipline affect professional behaviour. Where supervision is regular and supportive, teachers are more likely to understand expectations and receive timely assistance. Where supervision is weak or inconsistent, accountability may decline and undesirable behaviours may become more common.

Monitoring and Teachers' Job Performance

Monitoring is a continuous process of observing and following up teachers' instructional activities. It includes checking lesson preparation, classroom attendance, punctuality, schemes of work, lesson delivery, and compliance with instructional schedules. Monitoring is therefore both a control mechanism and a source of information for administrative decision-making.





The thesis explains that monitoring can improve job performance by encouraging teachers to prepare adequately, arrive on time, complete lessons, and adhere to approved instructional procedures. It also allows administrators to identify problems in teaching methods, classroom management, or content delivery and to intervene where necessary.

Regular monitoring can therefore promote accountability and reduce behaviours such as lateness and absenteeism. The relationship between monitoring and performance is also supported by the theories adopted in the thesis. In Fayol's Administrative Theory, monitoring reflects the controlling function of management. In Path-Goal Theory, monitoring can clarify expectations and guide teachers toward organizational goals. Thus, monitoring is expected to influence performance when it is systematic, fair, and linked to constructive feedback.

Discipline Management and Teachers' Job Performance

Discipline management is the process of maintaining order and appropriate behaviour among staff and students through clear rules, consistent application of standards, and corrective guidance. In schools, it covers punctuality, attendance, professional conduct, respect for authority, adherence to school procedures, and orderly interaction between teachers and students.

Effective discipline management can support teacher performance by creating a stable environment in which teachers can concentrate on instruction. It may reduce absenteeism and lateness, reinforce professional responsibility, and minimize disruptions. The thesis further argues that discipline management contributes to a conducive teaching and learning environment and improves teachers' commitment and punctuality. Human Relations Theory adds an important qualification: discipline should not be understood only as punishment. Fairness, respect, supportive relationships, and constructive guidance can help teachers respond positively to administrative expectations. Consequently, effective discipline

should combine accountability with professional support.

Theoretical Framework

The study was anchored on three complementary theories. Fayol's Administrative Theory emphasizes planning, organizing, commanding, coordinating, and controlling. For the present study, the controlling function is particularly relevant because monitoring ensures that teachers' activities conform to expected standards, while discipline management helps maintain order and stability.

Mayo's Human Relations Theory emphasizes social relationships, recognition, motivation, and supportive treatment of workers. Applied to schools, it suggests that teachers are more likely to respond positively to supervision when administrators demonstrate respect and provide constructive support. Discipline management is therefore more likely to improve performance when it is fair and developmental rather than merely punitive.

House's Path-Goal Theory proposes that leaders improve employee performance by clarifying goals, removing obstacles, and providing direction and support. In schools, monitoring can clarify expectations regarding instructional responsibilities, while discipline management can reduce behavioural obstacles that interfere with teaching and learning. The three theories together provide a useful framework for explaining the expected relationship between the selected supervisory practices and teacher performance.

Empirical Review

The thesis reviewed empirical evidence linking supervision to teacher effectiveness. Adeyemi (2021) reported that regular monitoring improves punctuality, lesson preparation, and classroom delivery. Okafor and Nwankwo (2023) similarly reported that frequent classroom observation and supervisory visits improve teachers' punctuality, lesson preparation, and classroom delivery. Mohammed and Aliyu (2023), in a study of teachers' attendance in Gombe State, found that regular monitoring of attendance was

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associated with better punctuality and academic engagement.

Evidence on discipline management is also positive. Ojo and Salisu (2021) found that effective discipline management creates a positive working environment, reduces misconduct, and enhances teachers' commitment to duty. Bello and Mohammed (2022) reported that effective discipline management improves attendance, commitment, and instructional performance. These studies provide a basis for expecting significant relationships between the two selected supervisory practices and teacher performance. The thesis nevertheless recognizes that studies conducted in other states may not fully represent the administrative realities of Bauchi State. This study therefore provides state-specific evidence from public senior secondary schools and examines monitoring and discipline management as distinct supervisory constructs.

METHODOLOGY

Research Design

The study adopted a correlational survey research design. The design was considered appropriate because it enabled the researcher to collect information from respondents in their natural school setting and determine the relationship between administrative supervision practices and teachers' job performance without manipulating the variables.

Area of the Study

The study was conducted in Bauchi State, Nigeria. Bauchi State is located in the North-East geopolitical zone of Nigeria and comprises 20 Local Government Areas. The state was selected because of the educational challenges identified in the thesis and the need for empirical evidence on administrative supervision and teacher performance in its public senior secondary schools.

Population and Sample

According to the Bauchi State Ministry of Education, Quality Assurance Unit (2025), as reported in the thesis, the population comprised

7,464 teachers in public senior secondary schools, including 6,169 male and 1,295 female teachers. A multistage sampling technique was used. All educational zones were included, 60 schools were randomly selected from 132 public senior secondary schools, and three teachers were selected from each sampled school, producing a sample of 240 respondents. The regression analyses reported in the thesis used 238 valid cases.

Instrument and Data Collection

Data were collected using a structured questionnaire titled School Administrative Supervision Practices on Teachers Job Performance in Public Senior Secondary Schools (SASPTJPSSSQ). The instrument used a five-point Likert scale. It was subjected to expert validation, including face and content validity, and reliability was assessed using Cronbach's Alpha. The questionnaire measured the administrative supervision constructs and teachers' job performance.

Data Analysis

Mean and standard deviation were used to answer the research questions. A decision benchmark of 2.50 was used, with mean scores of 2.50 and above interpreted as agreement. Regression analysis was used to test the null hypotheses at the 0.05 level of significance. The analyses were conducted with SPSS version 23, as reported in the thesis.

RESULTS

Research Question One:

To what extent does monitoring influence teachers' job performance in public senior secondary schools in Bauchi State, Nigeria?

The thesis reported a grand mean of 3.53 and standard deviation of 1.166 for monitoring, indicating overall agreement among respondents that monitoring influences teachers' job performance. Respondents agreed that administrators monitor teachers' activities, check punctuality, ensure compliance with lesson plans and schemes of work, and encourage completion





of lessons. Some individual items, including classroom observation and the reduction of absenteeism, received comparatively lower mean

scores, indicating variation in perceptions across schools.

Table 1: Monitoring and Teachers' Job Performance

Variable	N	B / t	p-value / Remark
Monitoring	238	0.271 / 5.347	0.000 / Rejected

Regression analysis showed that monitoring had a positive and statistically significant influence on teachers' job performance ($\beta = 0.271$, $t = 5.347$, $p = .000$). Since $p < .05$, the null hypothesis was rejected. The finding indicates that increased effectiveness of monitoring practices is associated with improved teachers' job performance.

Research Question Two:

To what extent does discipline management influence teachers' job performance in public senior secondary schools in Bauchi State, Nigeria?

For discipline management, the thesis reported a grand mean of 4.00 and standard deviation of 0.892, indicating a high level of agreement among respondents. Respondents agreed that school administrators maintain discipline among teachers and students, that effective discipline enhances commitment to duty, that proper supervision reduces indiscipline, and that school discipline creates a conducive environment for teaching and learning. The thesis also reported that discipline management improves teachers' punctuality and attendance.

Table 2: Discipline Management and Teachers' Job Performance

Variable	N	B / t	p-value / Remark
Discipline management	239	0.573 / 11.136	0.000 / Rejected

The regression result showed a strong positive and statistically significant influence of discipline management on teachers' job performance ($\beta = 0.573$, $t = 11.136$, $p = .000$). Since $p < .05$, the null hypothesis was rejected. The result identifies discipline management as the stronger of the two selected predictors in the original study.

practices such as checking lesson preparation, observing instructional activities, monitoring punctuality, and following up lesson implementation appear to be associated with better teacher performance in the study area.

This finding is consistent with the literature reviewed in the thesis. Adeyemi (2021) reported that regular monitoring improves punctuality, lesson preparation, and classroom delivery, while Okafor and Nwankwo (2023) found that instructional monitoring improves teacher commitment and reduces absenteeism. Mohammed and Aliyu (2023) also reported better punctuality and academic engagement in schools where attendance was regularly monitored.

The finding can be interpreted through Fayol's Administrative Theory, particularly the controlling function. Monitoring provides administrators with information about whether planned instructional activities are being implemented. It can also be interpreted through

DISCUSSION OF FINDINGS

Monitoring and Teachers' Job Performance

The finding that monitoring has a positive and significant influence on teachers' job performance indicates that regular administrative attention to teachers' instructional activities can contribute to improved professional performance. The positive coefficient ($\beta = 0.271$) shows that the direction of the relationship is positive, while the p-value of .000 demonstrates statistical significance at the 0.05 level. In practical terms, monitoring

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Path–Goal Theory because clear monitoring expectations may guide teachers toward desired performance standards. However, monitoring should be systematic and supportive rather than merely punitive if it is to produce sustainable improvement.

Discipline Management and Teachers' Job Performance

The finding that discipline management has a strong positive and significant influence on teachers' job performance is particularly important. The coefficient of $\beta = 0.573$ is higher than the coefficient for monitoring, suggesting that discipline management was the stronger predictor among the two selected practices. The high grand mean of 4.00 further indicates that respondents perceived discipline management as a highly practiced and influential aspect of school administration.

The result agrees with Ojo and Salisu (2021) and Bello and Mohammed (2022), who reported that effective discipline management enhances teacher commitment, attendance, punctuality, instructional performance, and school productivity. The result is also consistent with Fayol's emphasis on control and order in organizational management. From a Human Relations perspective, however, effective discipline should include fairness, respect, communication, and corrective support. A disciplinary system that teachers perceive as fair and consistent is more likely to promote commitment than one based primarily on punishment.

The result has practical significance for public senior secondary schools in Bauchi State. Where lateness, absenteeism, misconduct, or disregard for professional expectations occurs, consistent administrative responses may help protect instructional time and create a stable school environment. The finding therefore suggests that discipline management should be regarded not simply as enforcement but as an integral component of performance management.

Summary of Findings

The article extracted two objectives from the original five-objective thesis. The first finding was that monitoring had a positive and significant influence on teachers' job performance ($\beta = 0.271$, $p = .000$), with a grand mean of 3.53. The second finding was that discipline management had a strong positive and significant influence on teachers' job performance ($\beta = 0.573$, $p = .000$), with a grand mean of 4.00. Both null hypotheses were rejected at the 0.05 level of significance. These results indicate that direct supervisory practices involving observation, follow-up, accountability, order, and behavioural regulation are important predictors of teacher performance in the study area.

CONCLUSION

The study concludes that school administrative supervision plays an important role in teachers' job performance in public senior secondary schools in Bauchi State, although the strength of influence differs across supervisory practices. Monitoring significantly improves teachers' job performance, suggesting that regular observation, checking of instructional activities, and follow-up of professional responsibilities are valuable administrative practices. Discipline management has an even stronger positive and significant influence, indicating that orderly school environments, consistent standards, and effective management of professional conduct are closely associated with improved teacher performance. Overall, the findings suggest that administrative supervision is most effective when it is direct, consistent, practical, and linked to teachers' day-to-day professional responsibilities. The results also reinforce the importance of combining administrative control with supportive leadership so that monitoring and discipline contribute to professional improvement rather than being experienced only as punitive measures.

RECOMMENDATIONS

1. School administrators should strengthen regular monitoring of teachers' instructional activities through scheduled classroom observation,

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- checking of lesson plans and schemes of work, and systematic follow-up of identified instructional weaknesses.
2. Principals and other school administrators should maintain clear, fair, and consistently applied disciplinary procedures covering punctuality, attendance, professional conduct, and other responsibilities.
 3. Discipline management should emphasize corrective and developmental approaches, including communication, counselling, and professional support, while maintaining accountability for repeated violations.
 4. Monitoring and discipline records should be used to identify recurring performance problems and to guide targeted interventions, rather than being maintained only for routine administrative purposes.

Contribution to Knowledge

The study contributes empirical evidence from public senior secondary schools in Bauchi State showing that monitoring and discipline management are statistically significant predictors of teachers' job performance. Within the broader thesis, these two practices were among the supervisory constructs that demonstrated significant positive influence, while other administrative practices did not. The article therefore highlights the particular importance of direct supervision and behavioural regulation in the study context.

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