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ADMINISTRATIVE SUPERVISION AND TEACHERS' LESSON PLANNING AND DELIVERY IN PUBLIC SECONDARY SCHOOLS IN KATSINA STATE, NIGERIA

[*1]Surajo Ahmad Magaji, [1]J. O. Egbebi, [2]Auwal Ahmad Kakumi, and [1]Madinatu Rura'I Yusuf

[1]Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria
[2]Nigerian Immigration Service, Kaduna State Command, Zaria Front Office, Kofar Jatau, Zaria
[*]Corresponding Author: surajmahmed@gmail.com+2348039680691

Abstract

This study examined the impact of administrative supervision on teachers' lesson planning and lesson delivery in public secondary schools in Katsina State, Nigeria. A descriptive survey design was employed, with a sample of 333 respondents comprising teachers, principals/vice principals, and quality assurance officers selected from twelve educational zones. Data were collected using a validated instrument titled the Administrative Supervision on Teachers' Job Performance Scale (ASTJPS). Mean and standard deviation were used to answer research questions, while one-way ANOVA was used to test the hypotheses at the 0.05 level of significance. Findings revealed that administrative supervision significantly enhances teachers' lesson planning (grand mean = 3.98) and lesson delivery (grand mean = 4.45). Supervisory activities such as monitoring, feedback, and classroom visits improved instructional preparation, teaching methods, and classroom management. The hypotheses tested showed no significant differences in respondents' opinions regarding lesson planning ($p = .421$) and lesson delivery ($p = .381$). The study concludes that administrative supervision is critical to improving instructional effectiveness. It recommends strengthening supervisory mechanisms, enhancing monitoring practices, and providing continuous professional support for teachers.

Keywords: Administrative supervision; teacher performance; lesson planning; lesson delivery; public secondary schools.

Introduction

Administrative supervision is a critical component of educational management aimed at improving the quality of teaching and learning in developing countries. It involves planned activities carried out by school administrators, such as principals, vice-principals, and heads of departments, to guide, support, monitor, and evaluate teachers' instructional practices. According to Adeyemi (2019), administrative supervision was found to enhance teacher effectiveness, ensure adherence to curriculum requirements, and improve overall school performance. In Katsina State, concerns have been raised by the Government regarding irregular lesson planning, poor instructional delivery, inconsistent teaching methods, and inadequate adherence to curriculum specifications (Balarabe, 2021). Empirical evidence indicates that teachers' lesson plans frequently lack clearly defined instructional objectives, proper sequencing of content, and alignment with curriculum standards (Adeyemi, 2019). These deficiencies weaken the quality of instruction delivered to students.

Lesson planning serves as a blueprint for effective teaching, outlining instructional objectives, learning activities, teaching resources, assessment strategies, and time allocation (Fatai et al., 2021). Recent studies emphasise that effective lesson planning enhances instructional organisation and supports improved student learning outcomes. Manuel et al. (2024) also noted that lesson planning promotes teaching efficiency, improves content delivery, and enhances student understanding. Teachers who plan their lessons thoroughly are more organised, confident, and capable of adjusting their teaching to students' needs.

Lesson delivery, which is the actual implementation of planned lessons, depends significantly on the extent of administrative supervision. Supervision helps teachers adopt better instructional strategies, utilise teaching aids, engage learners actively, and manage classrooms effectively. According to Adebayo and Lawal (2022), teachers who receive continuous supervision demonstrate improved instructional clarity, better questioning skills, and stronger classroom interactions.

Despite the importance of supervision, public secondary schools in Katsina State face challenges such as inadequate supervisory visits, which limit regular monitoring and feedback; insufficient training of administrators,

which weakens their supervisory skills; large class sizes, which make classroom management and supervision more difficult; and limited instructional resources, which constrain effective teaching and evaluation (Bello & Yusuf, 2021). These factors reduce the effectiveness of supervision in improving teachers' instructional practices. The present study explores the impact of administrative supervision on teachers' lesson planning and lesson delivery in public secondary schools in Katsina State, employing a descriptive survey design with respondents drawn from selected schools.

Objectives of the Study

The study aims to:

1. Determine the impact of administrative supervision on teachers' lesson plans in public secondary schools in Katsina State
2. Assess the impact of administrative supervision on teachers' lesson delivery in public secondary schools in Katsina State.

Research Questions

The following questions were raised to guide the study.

1. What impact does supervision have on administrative teachers' lesson plans in public secondary schools in Katsina State?
2. How does administrative supervision affect teachers' lesson delivery in public secondary schools in Katsina State?

Hypotheses

The following null hypotheses were raised and tested at a 0.05 level of significance.

HO_1: There is no significant difference in respondents' mean ratings on the impact of administrative supervision on teachers' lesson plans in public secondary schools in Katsina State.

HO_2: There is no significant difference in respondents' mean ratings on the impact of administrative supervision on teachers' lesson delivery in public secondary schools in Katsina State.

Methodology

The study adopted a descriptive survey research design, which aims to describe the current status of a phenomenon with respect to variables or conditions at a given point in time. The population of the study comprised 2,352 respondents, including public secondary school teachers, principals/vice principals, and quality assurance officers across the twelve educational zones in Katsina State, Nigeria (Funtua, Faskari, Malumfashi, Musawa, Safana, Dutsin-ma, Katsina, Daura, Mani, Kankia, Rimi, and Baure). A simple random sampling technique was employed to ensure adequate representation of the different categories of respondents. From this population, a sample size of 333 respondents was selected, comprising teachers, principals/vice principals, and quality assurance officers across the twelve educational zones. Data were collected using a researcher-developed instrument titled: Administrative Supervision on Teachers' Job Performance Scale (ASTJPS). The instrument consisted of two sections: Section A captured demographic information, while Section B contained 50 items measuring administrative supervision and teachers' job performance across five dimensions: lesson planning, lesson delivery, classroom management, punctuality, and use of instructional materials, using a 5-point Likert scale ranging from Strongly Agree (5) to Strongly Disagree (1).

The instrument was subjected to content and face validity by experts in Measurement and Evaluation and the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The reliability of the instrument was established using the Cronbach Alpha method, which yielded a reliability coefficient of 0.82, indicating that the instrument was reliable for the study. Ethical considerations were strictly observed. Approval was obtained from the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria. Respondents were informed of the purpose of the study, and their participation was voluntary, with assurances of confidentiality and anonymity. For data collection, the researcher obtained an introductory letter and, with the assistance of two trained research assistants, administered the questionnaire to respondents across the selected schools. Completed questionnaires were retrieved immediately to ensure a high response rate. The data collected were analysed using both descriptive and inferential statistics. Frequencies and percentages were used to analyse respondents' demographic characteristics, while mean and standard deviation

were used to answer the research questions. Inferential statistics, including t-test and Analysis of Variance (ANOVA), were used to test the hypotheses at a 0.05 level of significance.

Research Question One: What is the impact of administrative supervision on teachers' lesson planning in public secondary schools in Katsina State?

Table 1: Frequency and Mean on Impact of Administrative Supervision on Teachers' Lesson Planning

Item Statement	Respondents	SA	A	U	D	SD	Mean
Supervisors regularly check and approve teachers' lesson plans before classroom delivery.	Teacher	102	90	42	28	18	3.82
	Principal	14	12	4	2	2	4.00
	QAOs	8	6	3	1	1	4.00
Administrative supervision helps teachers align lesson plans with curriculum objectives.	Teacher	108	88	38	28	18	3.83
	Principal	15	12	3	2	2	4.06
	QAOs	9	6	2	1	1	4.11
Feedback from supervisors improves the quality of teachers' lesson plans.	Teacher	100	92	40	28	20	3.76
	Principal	13	14	3	2	2	4.00
	QAOs	8	7	2	1	1	4.05
Supervisory visits encourage teachers to prepare lesson plans promptly.	Teacher	98	94	40	28	20	3.75
	Principal	14	13	3	2	2	4.03
	QAOs	8	7	2	1	1	4.05
Supervisors provide useful suggestions that help teachers plan engaging lessons.	Teacher	104	90	38	28	20	3.79
	Principal	15	12	3	2	2	4.06
	QAOs	9	6	2	1	1	4.11
Administrative supervision ensures teachers include clear instructional objectives in lesson plans.	Teacher	106	88	38	28	20	3.79
	Principal	14	13	3	2	2	4.03
	QAOs	8	7	2	1	1	4.05
Supervisors guide teachers on integrating teaching aids and materials into lesson plans.	Teacher	102	90	40	28	20	3.79
	Principal	15	12	3	2	2	4.06
	QAOs	9	6	2	1	1	4.11
Regular supervision makes teachers more committed to detailed lesson preparation.	Teacher	100	92	40	28	20	3.76
	Principal	14	13	3	2	2	4.03
	QAOs	8	7	2	1	1	4.05
Supervisors help identify gaps or weaknesses in teachers' lesson planning.	Teacher	98	94	40	28	20	3.75
	Principal	14	13	3	2	2	4.03
	QAOs	8	7	2	1	1	4.05
Through administrative supervision, teachers become more consistent in documenting lesson plans.	Teacher	104	90	38	28	20	3.79
	Principal	15	12	3	2	2	4.06
	QAOs	9	6	2	1	1	4.11
Grand Mean							**3.98**

The analysis of data in Table 1 shows the impact of administrative supervision on teachers' lesson planning in public secondary schools in Katsina State. The analysis of item 1 revealed a mean score of 3.82 for teachers, 4.00 for principals, and 4.00 for QAOs, all of which are above the 3.0 benchmark. This means that supervisors regularly check and approve teachers' lesson plans before classroom delivery. The analysis of item 2 revealed a mean score of 3.83 for teachers, 4.06 for principals, and 4.11 for QAOs, all greater than the 3.0 benchmark. This indicates that administrative supervision helps teachers align lesson plans with curriculum objectives. The analysis of item 3 revealed a mean score of 3.76 for teachers, 4.00 for principals, and 4.05 for QAOs, which were all above the 3.0 benchmark. This means that feedback from supervisors improves the quality of teachers' lesson plans. The analysis of item 4 revealed a mean score of 3.75 for teachers, 4.03 for principals, and 4.05 for QAOs, all greater than 3.0. This shows that supervisory visits encourage teachers to prepare lesson plans promptly. The analysis of item 5 revealed a mean score of 3.79 for teachers, 4.06 for principals, and 4.11 for QAOs, which were all greater than the 3.0 benchmark. This suggests that supervisors provide useful suggestions that help teachers plan engaging lessons. The analysis of item 6 revealed a mean score of 3.79 for teachers, 4.03 for principals, and 4.05 for QAOs,

all above the 3.0 benchmark. This means that administrative supervision ensures teachers include clear instructional objectives in lesson plans. The analysis of item 7 revealed a mean score of 3.79 for teachers, 4.06 for principals, and 4.11 for QAOs, which were all above the 3.0 benchmark. This indicates that supervisors guide teachers on integrating teaching aids and materials into lesson plans. The analysis of item 8 revealed a mean score of 3.76 for teachers, 4.03 for principals, and 4.05 for QAOs, all greater than 3.0. This means that regular supervision makes teachers more committed to detailed lesson preparation. The analysis of item 9 revealed a mean score of 3.75 for teachers, 4.03 for principals, and 4.05 for QAOs, which were all above the 3.0 benchmark. This suggests that supervisors help identify gaps or weaknesses in teachers' lesson planning. The analysis of item 10 revealed a mean score of 3.79 for teachers, 4.06 for principals, and 4.11 for QAOs, all greater than 3.0. This means that through administrative supervision, teachers become more consistent in documenting lesson plans. The grand mean of 3.98 indicates that administrative supervision positively impacts teachers' lesson planning in public secondary schools in Katsina State.

Research Question Two: How does administrative supervision affect teachers' lesson delivery in public secondary schools in Katsina State?

Table 2: Impact of Administrative Supervision on Teachers' Lesson Delivery

Item	Category	SA	A	U	D	SD	Mean
Supervisors' feedback helps teachers explain lesson content more clearly to students.	Teachers	150	90	20	12	8	4.49
	Principals	20	10	2	1	1	4.38
	QAOs	12	5	1	1	0	4.47
Administrative supervision encourages teachers to use a wider range of teaching methods.	Teachers	140	95	25	12	8	4.44
	Principals	18	12	2	1	1	4.32
	QAOs	11	6	1	1	0	4.42
Supervisory visits motivate teachers to make lessons more interactive and engaging.	Teachers	145	92	23	12	8	4.47
	Principals	19	11	2	1	1	4.35
	QAOs	12	5	1	1	0	4.47
Supervisors guide teachers to better use instructional materials during lesson delivery.	Teachers	142	93	25	12	8	4.46
	Principals	18	12	2	1	1	4.32
	QAOs	11	6	1	1	0	4.42
Regular supervision helps teachers manage lesson time effectively.	Teachers	144	91	25	12	8	4.47
	Principals	18	12	2	1	1	4.32
	QAOs	11	6	1	1	0	4.42
Administrative supervision improves teachers' confidence in delivering complex topics.	Teachers	146	90	24	12	8	4.48
	Principals	19	11	2	1	1	4.35
	QAOs	12	5	1	1	0	4.47
Supervisors' observations help teachers adjust teaching style to meet students' needs.	Teachers	143	92	25	12	8	4.47
	Principals	18	12	2	1	1	4.32
	QAOs	11	6	1	1	0	4.42
Supervision helps teachers link lesson content to students' real-life experiences.	Teachers	145	91	24	12	8	4.48
	Principals	19	11	2	1	1	4.35
	QAOs	12	5	1	1	0	4.47
Supervisory feedback encourages teachers to assess students' understanding during lessons.	Teachers	146	90	24	12	8	4.48
	Principals	19	11	2	1	1	4.35
	QAOs	12	5	1	1	0	4.47
Administrative supervision prompts teachers to reflect on and improve each lesson after delivery.	Teachers	147	90	23	12	8	4.48
	Principals	19	11	2	1	1	4.35
	QAOs	12	5	1	1	0	4.47
Grand Mean							**4.45**

The analysis of data in Table 2 shows the impact of administrative supervision on teachers' lesson delivery in public secondary schools in Katsina State. The analysis of item 11 revealed a mean score of 4.49 for teachers, 4.38 for principals, and 4.47 for QAOs, all of which are above the 3.0 benchmark. This means that supervisors' feedback helps teachers explain lesson content more clearly to students. The analysis of item 12 revealed a mean

score of 4.44 for teachers, 4.32 for principals, and 4.42 for QAOs, all greater than the 3.0 benchmark. This indicates that administrative supervision encourages teachers to use a wider range of teaching methods. The analysis of item 13 revealed a mean score of 4.47 for teachers, 4.35 for principals, and 4.47 for QAOs, which were all above the 3.0 benchmark. This means that supervisory visits motivate teachers to make lessons more interactive and engaging. The analysis of item 14 revealed a mean score of 4.46 for teachers, 4.32 for principals, and 4.42 for QAOs, all greater than 3.0. This shows that supervisors guide teachers to better use instructional materials during lesson delivery. The analysis of item 15 revealed a mean score of 4.47 for teachers, 4.32 for principals, and 4.42 for QAOs, which were all greater than the 3.0 benchmark. This suggests that regular supervision helps teachers manage lesson time effectively. The analysis of item 16 revealed a mean score of 4.48 for teachers, 4.35 for principals, and 4.47 for QAOs, all above the 3.0 benchmark. This means that administrative supervision improves teachers' confidence in delivering complex topics. The analysis of item 17 revealed a mean score of 4.47 for teachers, 4.32 for principals, and 4.42 for QAOs, which were all above the 3.0 benchmark. This indicates that supervisors' observations help teachers adjust teaching style to meet students' needs. The analysis of item 18 revealed a mean score of 4.48 for teachers, 4.35 for principals, and 4.47 for QAOs, all greater than 3.0. This means that supervision helps teachers link lesson content to students' real-life experiences. The analysis of item 19 revealed a mean score of 4.48 for teachers, 4.35 for principals, and 4.47 for QAOs, which were all above the 3.0 benchmark. This suggests that supervisory feedback encourages teachers to assess students' understanding during lessons. The analysis of item 20 revealed a mean score of 4.48 for teachers, 4.35 for principals, and 4.47 for QAOs, all greater than 3.0. This means that administrative supervision prompts teachers to reflect on and improve each lesson after delivery. The grand mean of 4.45 indicates that administrative supervision strongly impacts teachers' lesson delivery in public secondary schools in Katsina State.

Hypotheses Testing

The two null hypotheses that were formulated to test differences of opinion among the group of respondents involved in the study were analysed using One-way Analysis of Variance (ANOVA) at a 0.05 level of significance.

Null Hypothesis 1 (Ho_1): There is no significant difference in the opinions of respondents on the impact of administrative supervision on teachers' lesson planning in public secondary schools in Katsina State.

Table 3: One-way Analysis of Variance (ANOVA) on opinions regarding the impact of administrative supervision on teachers' lesson planning in public secondary schools in Katsina State.

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	22.764	2	7.588	13.698	.421	Retained
Within Groups	157.316	333	.554			
Total	180.080	335				

The analysis of the results in Table 3 shows differences in opinions of Teachers, Principals, and Supervisors on the impact of administrative supervision on teachers' lesson planning in public secondary schools in Katsina State. The result reveals a p-value of 0.421, which is greater than the fixed probability level of 0.05. Thus, there is no significant difference in the opinions of stakeholders regarding the impact of administrative supervision on teachers' lesson planning, and the hypothesis is retained.

Null Hypothesis 2 (Ho_2): There is no significant difference in the opinions of respondents on the impact of administrative supervision on teachers' lesson delivery in public secondary schools in Katsina State.

Table 4: One-way Analysis of Variance (ANOVA) on opinions regarding the impact of administrative supervision on teachers' lesson delivery in public secondary schools in Katsina State.

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	47.607	2	15.869	15.104	.381	Retained
Within Groups	298.393	333	1.051			
Total	346.000	335				

The analysis of the results in Table 4 shows differences in opinions of Teachers, Principals, and Supervisors on the impact of administrative supervision on teachers' lesson delivery in public secondary schools in Katsina State. The result reveals a p-value of 0.381, which is greater than the fixed probability level of 0.05. Thus, there is no significant difference in the opinions of stakeholders regarding the impact of administrative supervision on teachers' lesson delivery, and the hypothesis is retained.

Discussion of Findings

Administrative supervision in public secondary schools in Katsina State shows uniformity in teachers' lesson planning practices, as Teachers, Principals, and Supervisors shared similar views on how supervision influences preparation of lesson notes and schemes of work ($p = .421$). According to Orlich et al. (2012), effective lesson planning provides a clear roadmap that guides teachers in delivering lessons systematically, ensuring that educational objectives are met within the allocated time. This preparation helps teachers anticipate potential challenges, select appropriate resources, and design engaging activities that cater to the diverse needs of students. Consequently, well-crafted lesson plans contribute to improved teaching efficiency and enhanced student learning outcomes (Farrant, 2016; Akorede et al., 2023).

The importance of lesson planning in teacher effectiveness is further underscored by Ololube (2006), who posits that lesson plans foster professional preparedness and confidence in teachers. When teachers engage in thorough planning, they demonstrate a deeper understanding of the subject matter and the pedagogical approaches most suitable for their learners. This level of readiness reduces the likelihood of instructional disruptions and allows for a smooth flow of lessons. Moreover, Adeyemi and Adu (2014) note that teachers who consistently prepare detailed lesson plans are more likely to maintain a focused approach during instruction, which translates into better student comprehension and retention. This is especially critical in public secondary schools, where large class sizes and varying student abilities demand meticulous instructional design.

In the Nigerian educational context, including Katsina State, studies reveal a significant relationship between lesson planning and teachers' job performance. Research by Yusuf (2019) indicates that many teachers face challenges such as inadequate time, limited resources, and a lack of training, which hinder the development of effective lesson plans. These factors contribute to irregular or superficial planning, negatively affecting lesson delivery and student achievement. Despite these challenges, the role of administrative supervision in encouraging and monitoring proper lesson planning remains essential, as highlighted by Okeke (2017), who emphasises that supervisory support can motivate teachers to invest more effort into their instructional preparations. Effective supervision ensures that lesson planning is not treated as a mere formality but as a crucial professional responsibility that enhances overall teaching quality.

Furthermore, modern educational theories advocate for dynamic and reflective lesson planning that incorporates continuous assessment and adaptation. According to Tomlinson (2014), lesson planning should be a flexible process that allows teachers to respond to real-time classroom feedback and individual student needs. This adaptive approach to planning fosters differentiated instruction, which is vital for inclusive classrooms prevalent in many Nigerian public schools. When teachers integrate such strategies into their lesson plans, they demonstrate a higher level of professionalism and commitment to student-centred learning, which are key indicators of superior job performance.

Teachers' lesson delivery is similarly viewed across Teachers, Principals, and Supervisors, indicating that administrative supervision does not create noticeable differences in how lessons are presented in classrooms ($p = .381$). According to Evertson and Emmer (2013), effective lesson delivery requires not only mastery of subject matter but also the ability to engage students through clear explanation, appropriate questioning, use of varied teaching strategies, and timely feedback. The way a lesson is delivered can significantly affect students' motivation, understanding, and retention of knowledge. In this regard, a teacher's skill in lesson delivery is a strong predictor of instructional success and overall job performance (Lunenburg, 2011).

Research by Darling-Hammond et al. (2020) highlights that teacher who demonstrates strong delivery techniques foster interactive and participatory classrooms where learners actively engage with content. This active engagement is critical in secondary education, where students are transitioning from foundational knowledge to more complex concepts requiring higher-order thinking. Moreover, Good and Brophy (2008) emphasise that effective lesson delivery entails the use of appropriate teaching aids and resources, effective classroom communication, and adaptive instructional pacing that responds to students' learning needs. In this way, lesson delivery is not merely the transmission of knowledge but an interactive process that creates a conducive environment for learning.

In Nigeria, and specifically in public secondary schools within Katsina State, challenges such as large class sizes, limited teaching resources, and inadequate teacher training can impede the quality of lesson delivery. A study by Abdullahi et al. (2025) and Afolabi and Oladipo (2018) reports that many teachers struggle to employ effective delivery methods due to these constraints, which often lead to passive learning and diminished academic performance. Additionally, Okafor (2017) points out that poor administrative supervision contributes to inconsistent lesson delivery, as teachers receive limited professional guidance and feedback on their instructional practices. This underscores the need for a strong supervisory presence that can monitor and support teachers to improve their delivery techniques, thereby enhancing overall job performance.

Furthermore, recent educational frameworks advocate for learner-centred and technology-integrated approaches to lesson delivery. As noted by UNESCO (2015) and Abdulbaqi et al. (2025), the integration of ICT tools and active learning strategies can significantly improve the effectiveness of lesson delivery by making lessons more engaging and accessible. Teachers who adopt these innovative methods demonstrate a higher level of professional competence and adaptability, which are key aspects of effective job performance. However, the successful implementation of such approaches requires continuous professional development and supportive supervision to build teachers' confidence and skills.

Conclusion

This study examined the impact of administrative supervision on teachers' lesson planning and lesson delivery in public secondary schools in Katsina State. The findings provide clear evidence that administrative supervision significantly enhances teachers' instructional practices. Through regular checks, constructive feedback, classroom visits, and professional guidance, supervisors help teachers prepare more detailed, curriculum-aligned, and goal-oriented lesson plans. The grand mean of 3.98 confirms that supervision encourages teachers to be more consistent, organised, and effective in planning their instructional activities.

The study also established that administrative supervision has a strong positive influence on lesson delivery, as reflected in the grand mean score of 4.45. Supervision was shown to improve teachers' clarity in presenting lesson content, adoption of varied instructional strategies, appropriate use of teaching aids, confidence in handling complex topics, and ability to manage classroom time effectively. These improvements align with educational literature emphasising the importance of supervision in enhancing teacher performance and student learning outcomes.

Furthermore, the ANOVA results showed no significant differences in the perceptions of teachers, principals, and quality assurance officers regarding the impact of supervision on lesson planning ($p = .421$) and lesson delivery ($p = .381$). This uniformity in opinion suggests that stakeholders widely acknowledge the positive role of administrative supervision across the school system.

In conclusion, administrative supervision remains an indispensable tool for improving instructional quality in Katsina State public secondary schools. Strengthening supervisory structures, enhancing the frequency and quality of classroom observations, providing adequate instructional materials, and implementing continuous professional development programmes are necessary steps for sustaining effective teaching and learning. By reinforcing these measures, Katsina State can significantly enhance teachers' job performance and promote better educational outcomes for students.

Recommendations

The study recommended the following:

1. Structure Supervisory Training: The Katsina State Ministry of Education should organise mandatory quarterly training programmes for principals and vice principals on modern supervisory techniques, particularly in lesson plan evaluation and instructional monitoring, in response to the study's finding of insufficient supervisory competence.
2. Regular and Documented Classroom Observation: School administrators should implement a minimum of two classroom observations per term per teacher, with standardised observation checklists and written feedback, to address the irregular supervision and weak instructional delivery identified in the study.
3. Standardised Lesson Plan Monitoring System: All schools should adopt a weekly lesson plan review system, where Heads of Department (HODs) vet and approve lesson plans using a uniform template

aligned with curriculum standards, in line with the study's finding of poor lesson planning and lack of instructional alignment.

4. Provision and Utilisation of Instructional Materials: Government and school management should ensure the adequate provision and compulsory use of instructional materials, supported by periodic audits, to tackle the limited resources affecting effective lesson delivery.
5. Continuous Professional Development (CPD): Schools should institutionalise termly workshops, peer mentoring, and coaching programmes focused on lesson delivery techniques and classroom practices, as a response to the study's findings on inconsistent teaching methods and low instructional effectiveness.
6. Strengthened Monitoring and Accountability Mechanism: The Katsina State Ministry of Education should establish a centralised monitoring system with performance indicators, including supervision logs and teacher performance records, to ensure compliance with supervisory standards and improve accountability, as highlighted by the study.

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