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**RELATIONSHIP BETWEEN TEACHERS' MONITORING AND STUDENTS'  
ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN ONITSHA NORTH  
LGA OF ANAMBRA STATE**

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**ABSTRACT**

The study examined relationship between teachers' monitoring and students' academic performance in secondary schools in Onitsha North LGA of Anambra State. The aim of the study is to determine the relationship between classroom observation monitoring and students' academic performance in secondary schools, identify the relationship between attendance monitoring and students' academic performance in secondary schools, examine the relationship between behavioural monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State. The study adopted Self-Determination theory by Deci & Ryan (1985) because of its relatedness. Correlational research design was adopted for the study. Self-structured questionnaire was used for data collection, 260 respondents were sampled in the study area. Pearson Product Moment Correlation coefficient (r) was use for data analysis. The hypotheses were tested at .05 level of significance with simple linear regression. The p-value was used to determine the significance of dependent variables in all hypotheses. All analysis was carried out using Statistical Package for Social Science (SPSS) Version 25. The findings of the study showed that there is positive relationship of Classroom observation monitoring and students' academic performance in secondary schools; there is high relationship between attendance monitoring and Academic performance of secondary schools students; there is high relationship between

behavioural monitoring and students' academic performance in secondary schools; there is positive relationship of performance monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State. The study concluded that effective monitoring by teachers leads to better student behaviour, improved attendance, and higher academic achievement. The study recommended that schools should regularly carry out classroom observation to help teachers improve their teaching and boost students' academic performance; attendance should be carefully monitored to ensure students attend classes regularly, which will help improve their learning and results; and teachers and school staff should pay attention to students' behavior and guide them positively to create a better learning environment

## **INTRODUCTION**

Academic performance is very important because it shows how well students are doing in their studies. It helps teachers and parents understand if students are learning what they are supposed to. Good academic performance can also build a student's confidence and make them feel proud of their hard work (Okafor, 2019). When students do well in school, it shows they understand the subjects and are ready for the next level of education. Academic performance reflects the quality of teaching and the learning environment. If students perform well, it usually means that the school has good teachers, learning materials, and supportive facilities. Ibrahim (2021) noted that students in well-equipped schools tend to score higher than those in schools with poor facilities. This means academic results can help in improving schools and teaching methods.

Parents and guardians use academic performance to know how to support their children. If a child is doing well, parents may continue with the same support. But if the performance is poor, they may need to find extra help like private lessons or counseling. Eze (2018) explained that family

involvement is a key factor in improving student achievement. When parents are aware of their child's performance, they can take action to help them improve. Academic performance is also useful in planning national education policies. Governments and education boards use results from schools to make decisions about curriculum changes, teacher training, and funding. Nwankwo (2022) noted that regular assessment of student performance helps the education system meet the needs of learners. It helps leaders know which areas need more attention and resources. Furthermore, academic performance encourages healthy competition among students, which can increase motivation and focus. When students see their peers doing well, they often feel inspired to work harder to improve their own grades. Adeyemi (2020) maintained that this kind of competition can lead to better study habits and a stronger commitment to schoolwork. It also helps students to set personal goals and strive towards achieving them with dedication.

Poor academic performance in secondary schools remains a serious educational challenge that affects students' future

prospects and the overall development of a society. When students do not perform well academically, their chances of progressing to higher education or securing meaningful employment become limited. This situation reduces their confidence and self-worth, making it difficult for them to believe in their abilities. According to Adeyemi (2020), poor academic results often discourage learners and contribute to feelings of failure and hopelessness. Aku (2023) he noted that one of the causes of low academic performance is lack of teachers' monitoring.

Teachers' monitoring refers to the deliberate observation, supervision, and evaluation of students' academic activities and behaviors in the classroom. It plays a vital role in ensuring that students stay focused and engaged in their studies (Nwoko, 2019). However, regarding the present study, the researcher defines teachers' monitoring as the continuous tracking and evaluation of students' engagement, performance, and conduct through both physical observation and digital tools, aimed at enhancing effective teaching and learning. When teachers monitor their students consistently, it creates a learning environment where students feel guided and supported. Akinola (2018) explained that effective classroom monitoring improves student discipline and encourages active participation in lessons. Monitoring also helps teachers to quickly identify students who are struggling with their lessons. Through close observation, teachers can spot signs of confusion, poor understanding, or lack of motivation. This enables them to intervene early with

explanations or support. Adewale (2019) noted that students who receive prompt support from their teachers are more likely to stay on track academically and perform better in assessments.

Furthermore, teachers' monitoring promotes fairness and discipline in the classroom. When students know they are being watched, they are less likely to cheat, talk out of turn, or distract others. This contributes to a peaceful and organized learning atmosphere. As observed by Nwankwo (2020), monitoring helps reduce behavioral problems among students, which in turn creates more time for teaching and learning. Udeagha (2018) noted that there are different forms of teachers' monitoring, this includes classroom observation monitoring, attendance monitoring, behavioral monitoring, performance monitoring, assignment and homework monitoring, digital or online monitoring, peer monitoring, remote learning monitoring, and continuous feedback monitoring. However, the present study will concentrate on four which are classroom observation monitoring, attendance monitoring, behavioral monitoring, and performance monitoring. Starting with classroom observation monitoring.

Classroom observation monitoring is an important activity teachers use to watch and understand how students behave, participate, and learn during lessons. It involves the teacher carefully looking at students' actions, their engagement, and their responses to teaching methods. Okeke (2019) explained

that classroom observation monitoring helps teachers gather useful information that can guide how they support and improve student learning. It is a way for teachers to keep track of how well students are following instructions and where they might need extra help. This monitoring can take many forms, such as watching how students answer questions, participate in discussions, or work on group activities. Teachers may also observe students' body language and facial expressions to know if they are confused or interested. As noted by Nwafor (2020), through continuous observation, teachers can identify students' strengths and weaknesses in real time, which allows them to adjust their teaching strategies. This makes the learning process more dynamic and responsive to the students' needs.

Classroom observation monitoring has a strong connection to the academic performance of secondary school students. When teachers consistently observe and understand their students, they can address learning gaps early and offer timely support. This leads to better understanding of the subject matter and improved academic results. As demonstrated by Adeyemi (2020), classrooms where teachers actively monitor students tend to have higher academic achievement because teaching is tailored to meet students' needs, and students stay more engaged and motivated throughout the learning process. Therefore, classroom observation monitoring is a key factor in helping secondary school students succeed academically. The next after classroom

observation monitoring is attendance monitoring.

Attendance monitoring is a key activity that teachers use to keep track of whether students are present in class. It means checking and recording the number of students who come to school or attend lessons regularly. Ali (2019) attendance monitoring helps teachers know which students are missing and how often they are absent. This information is important because regular attendance is linked to better learning and understanding of lessons. Teachers monitor attendance by taking roll calls at the beginning of each class or using attendance registers. Sometimes, they also use digital tools to record attendance more easily and accurately. As explained by Johnson (2020), keeping accurate attendance records allows teachers and school management to spot students who frequently miss classes and may need support or intervention. Monitoring attendance is not just about marking who is present; it also helps teachers identify patterns of absence that might affect learning.

When teachers monitor attendance well, they can help reduce absenteeism, which in turn improves students' chances of achieving good grades and overall academic progress. Therefore, attendance monitoring is a vital activity that supports students' learning and academic achievement. The next the followed attendance monitoring is behavioral monitoring.

Behavioral monitoring is an activity where teachers observe and keep track of students' actions and conduct in the classroom. It



means paying attention to how students behave, interact with others, and follow rules during lessons. Johnson (2019) noted that behavioral monitoring helps teachers understand students' attitudes and identify any problems that might affect their learning. By watching student behavior, teachers can create a better environment for teaching and learning. Teachers monitor behavior by noticing how students respond to instructions, how they interact with classmates, and how they handle classroom routines. For example, teachers observe whether students are respectful, attentive, or disruptive. As noted by Smith (2020), consistent observation helps teachers detect early signs of behavior issues like bullying, inattentiveness, or defiance. This allows teachers to take steps to correct negative behaviors before they become serious problems.

Despite the importance of teachers' monitoring, there has been little or no attention to it in many public secondary schools; and the lack of proper monitoring can cause students to become lazy and careless with their studies because they feel no one is checking their work. This situation greatly affects the academic performance of students. Without proper guidance and support from their teachers, many students struggle to understand difficult topics. They may also find it hard to stay motivated or keep up with lessons. As a result, their test scores drop, and they perform poorly in school. Some students might even develop a negative attitude toward learning because they feel ignored or unsupported.

Moreover, when teachers fail to monitor students, it becomes easier for bad behaviour to spread. Some students may start copying during exams or disturbing others in class. This creates a poor learning environment, and even serious students find it hard to concentrate. In the end, the whole class suffers, and overall academic performance continues to drop. The present study is, therefore, geared towards examining the relationship between teachers' monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State.

### Statement of the Problem

Academic performance in secondary schools in Onitsha North Local Government Area of Anambra State has continued to generate concern among educators, parents, and the government. Many students in the area struggle to meet expected academic standards despite the availability of schools and learning facilities. Performance in core subjects like Mathematics, English Language, and the sciences remains below average in several schools. This situation has raised questions about the quality of education being received and the future of the students involved.

In recent years, results from internal and external examinations show that a good number of students in the area fail to meet the required pass marks. This poor academic performance affects students' chances of gaining admission into higher institutions. It also lowers their confidence and weakens their interest in learning. Many teachers and

school administrators have noticed that students who struggle in class are often unable to catch up even when extra lessons are offered.

A major issue that has been noticed is the lack of attention to teachers' monitoring of students. In many schools, teachers are not closely following up on how students study, complete their assignments, or prepare for exams. When teachers do not monitor students regularly, the students may become lazy or lose focus. Proper monitoring helps to identify struggling students early and provide support. Without this, many students continue to perform poorly, and the overall academic standard remains low. The present study therefore, sought to examine the relationship between teachers' monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State.

### **Purpose of the Study**

The main purpose of the study is to examine the relationship between teachers' monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State. Specifically, the study sought to:

1. Determine the relationship between classroom observation monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State.
2. Identify the relationship between attendance monitoring and students' academic performance in secondary

schools in Onitsha north LGA of Anambra State.

3. Examine the relationship between behavioural monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State.

### **Scope of the study**

The study has both geographical and content scope. Geographically, the study is delimited to public secondary schools in Onitsha north LGA of Anambra State. The content scope covered the relationship between teachers' monitoring and students' academic performance in secondary schools. It tried to determine the relationship between classroom observation monitoring and students' academic performance in secondary schools; identify the relationship between attendance monitoring and students' academic performance in secondary schools; examine the relationship between behavioural monitoring and students' academic performance in secondary schools; and investigate the relationship between performance monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State.

### **Research Questions**

The following research questions guided the study:

1. What is the relationship between classroom observation monitoring and students' academic performance

in secondary schools in Onitsha north LGA of Anambra State?

2. What is the relationship between attendance monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State?
3. What is the relationship between behavioural monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State?

observation monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State

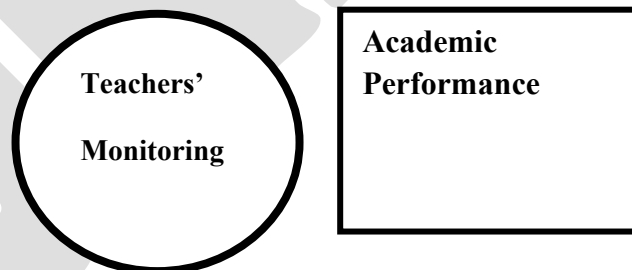
- ii. There is no significant relationship between attendance monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State
- iii. There is no significant relationship between behavioural monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State

### Hypotheses

- i. There is no significant relationship between classroom

### LITERATURE REVIEW

#### Schematic representation of the variables



Teachers' monitoring refers to the actions teachers take to check and guide students' learning and behavior in the classroom. It includes observing how students participate in lessons, checking their assignments, managing their attendance, and ensuring they follow classroom rules. Effective monitoring helps teachers identify students who need

extra help and adjust their teaching methods. According to Uko and Udida (2020), when teachers monitor students closely, it helps create a more organized and supportive learning environment.

Academic performance means how well students do in their studies. It is usually measured by test scores, exam results, and classroom participation. Good academic

performance shows that students understand what they are taught and can apply their knowledge. Factors such as teaching methods, student motivation, and school facilities can influence academic performance. As noted by Okoye and Ofoegbu (2018), strong academic performance is often linked to effective teaching and proper classroom management.

There is a strong connection between teachers' monitoring and students' academic performance. When teachers pay close attention to students' progress, they can give timely feedback and correct mistakes early. This helps students stay focused and perform better in school. Studies such as that by Nwachukwu and Eze (2019) show that schools where teachers regularly monitor students tend to report higher academic success. Therefore, consistent and active monitoring by teachers plays a key role in improving how well students learn.

## **Conceptual Review**

### **Teachers' Monitoring**

Teachers' monitoring has also been defined in terms of accountability. Johnson (2021) explained that it is the practice of keeping track of students' academic performance and reporting it to relevant stakeholders such as school administrators and parents. This definition stresses the documentation aspect of monitoring, suggesting that teachers are responsible for recording and communicating progress as part of their professional duty. It implies that monitoring has both instructional and administrative functions. In some

studies, teachers' monitoring is seen as a feedback mechanism. Nwachukwu (2022) defines it as the act of observing students to provide timely feedback that supports learning. This view focuses on how feedback from monitoring helps learners to understand their mistakes and improve their performance. It reinforces the idea that effective monitoring must lead to communication between teachers and students that promotes improvement.

Teachers' monitoring is also interpreted as a mechanism for promoting instructional quality. Obasi (2019) notes that effective monitoring helps teachers to identify areas in their teaching that require improvement. By observing how students respond to various instructional strategies, teachers can make informed decisions to refine their approaches. This definition places emphasis on reflective teaching, where monitoring becomes a tool for self-assessment and instructional enhancement. Furthermore, teachers' monitoring is viewed as a form of scaffolding that supports learners throughout their academic journey. Eze (2020) asserts that through monitoring, teachers provide guidance and adjust the level of support based on students' current abilities. This approach allows for personalized learning and ensures that all learners are given the opportunity to progress at their own pace. The focus here is on the adaptive nature of monitoring in response to individual learning needs. In the area of student motivation, teachers' monitoring plays a vital role in maintaining learners' focus and commitment. Afolayan (2018) explains that students tend



to remain attentive and put more effort into their work when they know the teacher is observing their progress. Monitoring, in this sense, serves as a motivational strategy that promotes active engagement and reduces off-task behavior. This underscores the psychological impact of teacher presence in the classroom.

### Academic Performance

Academic performance refers to the measurable outcomes of a student's educational efforts, typically represented through grades, test scores, and other forms of assessment. It serves as an indicator of a student's ability to understand, apply, and demonstrate knowledge within a specific subject area. These assessments, which range from exams and quizzes to essays and presentations, provide teachers and administrators with a benchmark to evaluate the effectiveness of both the student's learning and the instructional strategies in place. However, academic performance is often influenced by a range of factors, including individual aptitude, motivation, and external circumstances, such as family environment and socio-economic status (Becker & Vandenberghe, 2017). The complexity of this concept means that academic performance cannot always be fully captured by numerical grades alone. Beyond test scores, academic performance also encompasses cognitive and non-cognitive aspects of learning. Cognitive aspects involve intellectual abilities like critical thinking, problem-solving, and memory recall, all of which are assessed

through traditional academic means. Non-cognitive factors, however, include attributes like perseverance, emotional regulation, and social skills, which significantly influence how well students engage with their academic tasks. Research indicates that students with higher levels of non-cognitive skills are often better able to overcome challenges and remain persistent in the face of academic setbacks. These attributes play an integral role in long-term academic success, suggesting that a comprehensive understanding of academic performance must account for both intellectual and personal development (Duckworth et al., 2019).

### Theoretical Framework

#### Self-Determination Theory (SDT)

Self-Determination Theory (SDT) was propounded by Edward Deci and Richard Ryan (1985). It explains why people do things and what makes them feel motivated. According to SDT, people have three basic needs that must be met for them to be motivated and feel good about themselves. These needs are autonomy, competence, and relatedness. Autonomy means feeling in control of one's own actions. When people feel they have the freedom to choose what they want to do, they are more motivated. For example, if a student chooses a topic to study on their own, they are more likely to work hard and enjoy the process. On the other hand, if they are forced to do something, they may feel less interested and less motivated.

Competence is about feeling able and skilled to do a task. When people believe they can do something well, they feel confident and want to keep trying. This feeling helps people stay motivated even when tasks are difficult. For example, if an athlete trains and sees improvement, they feel more motivated to continue training. Relatedness means feeling connected to others. People want to feel accepted, cared for, and part of a group. When people feel supported by friends, family, or coworkers, their motivation increases. For example, a worker who feels appreciated by their team is more likely to work hard and enjoy their job.

Self-Determination Theory (SDT) can help us understand the relationship between teachers' monitoring and students' academic performance in secondary schools in Onitsha North LGA of Anambra State. According to SDT, students perform better when their basic psychological needs—autonomy, competence, and relatedness—are supported. When teachers monitor students in a positive and supportive way, they help meet these needs, which can lead to improved academic performance.

When teachers monitor students regularly, they give them a sense of direction and guidance. This can increase students' sense of competence because they receive feedback that helps them understand how well they are doing and where they need to improve. For example, a teacher who checks classwork and gives advice helps the student feel more capable of succeeding. This boosts confidence and encourages students to put in

more effort. Second, teacher monitoring can also support the need for relatedness. When students see that their teachers care about their progress, they feel valued and connected. A strong student-teacher relationship can create a positive learning environment. In schools in Onitsha North, students who feel supported by their teachers are likely to take their studies seriously and aim for better academic results.

However, for teacher monitoring to be effective, it must respect students' autonomy. If teachers are too strict or controlling, students may feel pressured or stressed, which can harm their motivation. But if monitoring is done in a respectful and understanding way, students feel free yet guided. For example, allowing students to ask questions and share their opinions during monitoring can help them feel involved in their learning process. Furthermore, proper monitoring helps teachers identify the unique needs and learning pace of each student. By recognizing and addressing individual differences, teachers help students experience success at their level. This personalized support promotes intrinsic motivation, which SDT views as a strong driver of long-term academic success.

The way teachers monitor students in secondary schools in Onitsha North LGA plays an important role in their academic performance. When monitoring helps students feel competent, connected, and respected, it supports their inner motivation to learn. Using the ideas from Self-Determination Theory, schools and teachers

can create better strategies that make students more engaged, confident, and successful in their studies.

### **Review of Empirical Studies**

Gontur and Odewumi (2024) carried out a research on Teachers Monitoring Strategies in Public and Private Schools in Plateau State. Monitoring in education serves as a critical quality assurance tool, ensuring that teaching methods align with educational standards and that students receive effective learning experiences in many primary schools across the globe. The study explores how criteria, processes, and the roles of monitoring impact the overall quality of teaching and learning contributions to the current practices in the state. A descriptive survey research was employed targeting a population of 15,790 primary school teachers and administrators across the 17 local government areas of Plateau State. A sample of 352 respondents was selected using the purposive sampling techniques that are familiar with the monitoring activities of their schools and the local government educational authority. Data were collected through structured questionnaires and analysed using descriptive statistics and the t test. The findings indicate that well-defined criteria, consistent supervision, and roles of stakeholders in monitoring significantly improve the quality of teaching and learning if properly monitored, ensuring adherence to educational standards. The study recommends that to conduct a thorough evaluation of these criteria is to ensure that

they are effectively captured and addressed the unique needs of each type of school.

Opadeyi and Akinwumi (2019) carried a research on school monitoring and management effectiveness of public secondary schools among governing boards in Oyo State, Nigeria. It has been observed that management of Public Secondary Schools (PSSs) usually requests and waits for funds and other resources from either the state or federal government for effective running of the public schools. This has brought about ineffectiveness of public schools due to long waiting of resources. However, studies have been conducted on Management Effectiveness (ME) with other variables but none of these studies were able to consider school monitoring in relation to ME. Based on this, the study investigated school monitoring as a major correlate of management effectiveness among governing boards of public secondary schools in Oyo State, Nigeria using correlational survey design. Population of this study comprised 5,643 members of School Governing Boards (SGBs) in 627 rural and urban PSSs in Oyo State. A total of 1585 SGBs members was selected using systematic random sampling. Data obtained through self-constructed questionnaire was subjected to quantitative analysis using frequency count, percentage and independent t-test at 0.05 level of significance. The study revealed that state of ME (human, financial and material resources) was found to be low in PSSs. Level of PSSs monitored by SGBs in Oyo State, Nigeria was considered to be high.

School location has significant effect on ME and school monitoring system.

Kadir (2023) carried out a research on monitoring and evaluation of teacher for quality education in Nigeria, vision 2030. This paper focused on monitoring and evaluation of teachers as a determinant of quality education in Nigeria by 2030. The population for the study comprised all teachers in public primary schools in Kwara State Nigeria. Sample of 377 teachers were selected with the use of Research Advisor (2006) Table of determining sample size of the known population. Stratified random sampling was used to select the teachers from the sample schools in order to ensure that all categories of teachers were given equal chance of being selected. A self-designed questionnaire titled "Monitoring and Quality Education Questionnaire" (MQEQ) was used to collect information for the study. The research questions raised were answered through means and standard deviation while the hypotheses generated were tested with inferential statistics of Pearson Product Moment Correlation. The results revealed that there was a positive and significant relationship between classroom visitation, staff appraisal and quality education in public primary schools in Nigeria.

Arare (2017) Secondary School Student's Academic Performance Self Esteem and School Environment: an Empirical Assessment from Nigeria. This study evaluated how much the school atmosphere and students' self-esteem affected their academic performance in a few senior

secondary schools in Obafemi-Owode LGA, Ogun State, Nigeria. A survey research design was adopted. Three hundred and ninety-six (396) respondents participated in the study. Descriptive statistics of frequency distribution mean and standard deviation was used to analyze the data and provide answers to the research questions. The study found that self-esteem levels, academic achievement levels, and respondents' perceptions of the school environment were all below average for secondary school pupils. In order to increase students' academic engagement and performance, the study found that secondary school students' self-esteem and a supportive school climate are important elements that should be taken into consideration together.

### **Summary of Literature Review**

Literature relating to the relationship between teachers' monitoring and students' academic performance in secondary schools has been reviewed. The review was carried out under three subsections, these are conceptual framework, theoretical framework, and empirical studies. In the first section, conceptual framework, studies of different scholars on relationship between teachers' monitoring and students' academic performance secondary school students were reviewed in connection with the topic. Different types of teachers' monitoring such as classroom observation monitoring, classroom observation monitoring, behavioural monitoring and performance monitoring were discussed. Also, academic performance was extensively discussed. In



the second section, the theoretical framework discussed were Self-Determination Theory (Deci & Ryan, 1985) and Constructivist Theory (Vygotsky, 1978). Empirical studies were done in the last section of this chapter on researches that are related to the present topic that has been carried out by other researchers in the previous time.

From the reviews, it was discovered that many scholars that schools with structured monitoring mechanisms demonstrated improved student performance. More so, the presence of school administrators in support roles further enhances the impact of teacher monitoring by ensuring that classroom activities align with academic standards and curriculum objectives.

However, a notable gap in the existing literature is the limited focus on how specific dimensions of teachers' monitoring affect academic outcomes. Most existing studies treat teacher monitoring as a general practice without exploring its implementation across different school contexts. The present study intend to cover this gap.

## RESEARCH METHOD

Correlational research design was used in carrying out this study. Correlational research design is a valuable method employed in scientific research to examine the relationship between two or more variables. The study was carried out at

Onitsha North Local Government Area (LGA) of Anambra State. Onitsha North LGA has 18 public secondary schools with 4510 SSII students (PSSC Awka South LGA, 2025). The population of the study therefore included all the SSII students in Awka South LGA. Due to the enormity of the population, simple random sampling was used to select the six schools from the study area. This is based on the fact that simple random sampling is a subset of individuals chosen from a larger set. Each individual is chosen randomly and entirely by chance, such that each individual has the same probability of being chosen for sample as any other subset. From each of the six schools, 50 students were selected using stratified random sampling. With respect to the foregoing, 300 respondents were selected for study. Structured questionnaire was used for data collection in this study. The questionnaire contains 30 items grouped in 3 clusters which was used to seek the response of the respondents on the subject matter. The data collected were analyzed using Pearson Product Moment Correlation coefficient ( $r$ ). The hypotheses were tested at .05 level of significance with simple linear regression. The  $p$ -value was used to determine the significance of dependent variables in all hypotheses. The decision rule was: a null hypothesis was not upheld where the calculated  $p$ -value was less than the stipulated level of significance ( $p$ -value  $< .05$ ).



## PRESENTATION AND ANALYSIS OF DATA

**Research Question 1:** What is the relationship between classroom observation monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State?

**Table 1: Pearson r on classroom observation monitoring and students' academic performance**

Variables	*N	Classroom observation monitoring	Academic performance	Remarks
Classroom observation monitoring	260	1.00	.871	High
Academic performance	260	.871	1.00	

The results on Table 1 of the Pearson's correlation coefficient (r) of Classroom observation monitoring as shown above indicates that Classroom observation monitoring has a high influence on Academic performance in public secondary schools in Onitsha north LGA of Anambra State. The Pearson's correlation coefficient(r) .871 shows that there is positive influence of Classroom observation monitoring access to quality education in public secondary schools in Onitsha north LGA of Anambra State. This is an indication that a unit increase in Classroom observation monitoring(from low = 0 to High = 1) leads to .871 increase in Academic performance of secondary schools in Onitsha north LGA of Anambra Sate.

**Research Question 2:** What is the relationship between attendance monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State?

**Table 2: Pearson r on attendance monitoring and students' academic performance**

Variables	N	Attendance monitoring	Academic performance	Remarks
Attendance monitoring	260	1.00	.812	High
Academic performance	260	.812	1.00	

The summary of Pearson's correlation coefficient ( $r$ ) as shown on Table 2 indicates that there is high relationship between attendance monitoring and Academic performance of secondary schools students in Onitsha north LGA, Anambra State. This is shown by the correlation coefficient ( $r = .812$ ) that shows a positive influence of attendance monitoring on Academic performance of secondary school students in Onitsha north LGA Anambra State.

**Research Question 3:** What is the relationship between behavioural monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State?

**Table 3: Pearson  $r$  on behavioural monitoring and students' academic performance**

Variables	N	Income	Quality Education	Remarks
Behavioural monitoring	260	1.00	.799	High
Academic performance	260	.799	1.00	

The analysis on table 3 shows that the Pearson's correlation coefficient ( $r$ ) of .799 is obtained. This indicates that there is high relationship between behavioural monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State.

### Test of Hypotheses

The study tested the hypotheses as enlisted below;

### Test of Hypothesis One

$H_0$ : There is no significant relationship between classroom observation monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State

**Table 5: Test of Simple Regression Analysis of relationship between classroom observation monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State**

Variables	R	R Square	Adjusted Square	R Std. Estimate	Error of the F-value	P-value	Remarks
classroom observation monitoring	.878 <sup>a</sup>	.771	.767	7.829	248.457	.000 <sup>b</sup>	Sig.

As shown on Table 5, the results of the simple regression analysis in the test of hypothesis one showed that the p-value (.000) is less than .05. Thus, the null hypothesis was not upheld while the alternative hypothesis was upheld. This signifies that there is significant relationship between classroom observation monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State. More so, the R square value was .771, which also indicates that classroom observation monitoring significantly contributes .771% of access to academic performance of secondary school students in Onitsha north LGA, Anambra State.

### Test of Hypothesis Two

H<sub>0</sub>: There is no significant relationship between attendance monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State

**Table 6: Test of Simple Regression Analysis of relationship between attendance monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State**

Variables	R	R Square	Adjusted Square	R Std. Error	of the F-value	P-value	Remarks
attendance monitoring	.799 <sup>a</sup>	.708	.705	7.165		310.937.001 <sup>b</sup>	Sig.

The results on Table 6 of the test of hypothesis two showed that the p-value (0.001) is less than 0.05. Thus, the null hypothesis was not upheld while the alternative hypothesis was upheld. This shows that there is significant relationship between attendance monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State. More so, the R square value was .708, which also indicates that attendance monitoring significantly contributes 80.8% of students' access to academic performance.

### Test of Hypothesis Three

H<sub>0</sub>: There is no significant relationship between behavioural monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State

**Table 7: Test of Simple Regression Analysis of relationship between behavioural monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State**

Variables	R	R Square	Adjusted Square	RStd. Estimate	Error of theF-valueP-value	Remarks
behavioural monitoring	.706 <sup>a</sup>	.650	.645	9.669	137.422.000 <sup>b</sup>	Sig.

The results in the test of hypothesis three showed that the p-value (0.001) is less than 0.05. Thus, the null hypothesis was not upheld while the alternative hypothesis was upheld. This signifies that there is significant relationship between behavioural monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State. All the more, the R square value was .650, which also indicates that behavioural monitoring significantly contribute 65% to access to quality education of secondary schools in Onitsha north LGA, Anambra State.

### Discussion of Findings

Data in cluster I showed that there is high relationship of Classroom observation monitoring and Academic performance of secondary schools students in Onitsha north LGA, Anambra State. This can be seen in the fact that respondents accepted that regular classroom observation allows supervisors to provide feedback on teaching methods, through classroom monitoring, educators can identify areas where students are struggling, The presence of observers encourages teachers to adhere to best teaching practices, Observation helps in identifying classroom management strengths. This is in line with the findings of Gontur and Odewumi (2024) who noted that classroom observation monitoring is a method used by school administrators and educational stakeholders to assess the quality of teaching and learning in secondary schools. It involves regularly

visiting classrooms to observe how teachers deliver lessons, how students participate, and how classroom time is managed.

Data in cluster II showed that there is high relationship between attendance monitoring and Academic performance of secondary schools students in Onitsha north LGA, Anambra State. This can be noticed from the fact that the respondents accepted that Regular attendance ensures consistent exposure to learning materials, Regular attendance ensures consistent exposure to learning materials, Students who attend classes regularly are more likely to complete assignments on time, Monitoring attendance helps maintain a structured learning environment, Class attendance correlates with higher participation in discussions and activities. this is in consonant with the submission of Opadeyi and Akinwumi (2019) who explained that Monitoring

student attendance plays an important role in improving academic performance in secondary schools. Regular attendance allows students to participate fully in classroom activities, understand lessons better, and complete assignments on time. When schools track attendance closely, they can quickly identify students who are often absent and provide support to help them return to school regularly.

Data in cluster III showed that there is high relationship between behavioural monitoring and students' academic performance in secondary schools in Onitsha north LGA of Anambra State. This is notice from the fact that Behavioral monitoring promotes discipline among students, Students whose behavior is regularly monitored are more likely to stay focused in class, Early detection of negative behaviors through monitoring allows for timely intervention, Positive behavior reinforcement through monitoring encourages consistent academic effort, and Students who exhibit good behavior are more likely to develop healthy study habits. This is supported by the findings of Kadir (2023) who asserted that Behavioural monitoring in secondary schools involves checking how students behave in and out of the classroom. It includes watching how they follow rules, interact with others, and stay focused during lessons. When schools monitor behaviour closely, they can quickly deal with issues like lateness, noise-making, bullying, and disrespect for teachers. This helps create a calm and focused learning environment where students can concentrate better and perform well academically.

## **Conclusion**

The study on the relationship between teachers' monitoring and students' academic performance in secondary schools in Onitsha North LGA of Anambra State has shown that teachers' monitoring plays a very important role in students' success. When teachers carefully observe and assess their students, they are able to identify areas where students need help. This helps students to improve and achieve better results in their exams. Monitoring creates a supportive environment where students can learn effectively.

It was found that regular classroom observation by teachers helps to improve teaching methods and ensures that students are paying attention during lessons. When teachers monitor students' attendance, behaviour, and performance, students tend to be more focused and motivated. This reduces cases of poor behaviour and absenteeism, which often affect academic performance negatively. Therefore, teachers' monitoring encourages discipline and active participation in school activities. Furthermore, teachers' monitoring helps in giving timely feedback to students. When students receive regular feedback on their academic progress, they understand their strengths and weaknesses. This feedback encourages them to work harder and improve their performance. It also allows teachers to adjust their teaching methods to better meet the needs of their students, which enhances learning outcomes.

The involvement of teachers in monitoring also supports school management in making



informed decisions about student welfare and academic programs. Through monitoring, schools can organize extra lessons or counseling for students who are struggling. This shows that teachers' monitoring is not just about checking on students but also about supporting their overall growth and success. The relationship between teachers' monitoring and students' academic performance is very strong in secondary schools in Onitsha North LGA. Effective monitoring by teachers leads to better student behaviour, improved attendance, and higher academic achievement. It is important for schools to encourage and support teachers to carry out regular monitoring activities to ensure students reach their full academic potential.

## Recommendations

Based on the study findings the researcher came up with the following recommendation are made:

1. Schools should regularly carry out classroom observation to help teachers improve their teaching and boost students' academic performance.
2. Attendance should be carefully monitored to ensure students attend classes regularly, which will help improve their learning and results.
3. Teachers and school staff should pay attention to students' behavior and guide them positively to create a better learning environment.

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