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An Assessment of Instructional Efficiency Under Real-Time Classroom Monitoring Among Primary School Teachers at Ifako-Ijaiye Local Government Education Authority, Lagos State

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Abstract- ***This study assesses teachers' instructional efficiency under real-time classroom monitoring (RTCM) among primary school teachers in Ifako Ijaiye Local Government Education Authority (LGEA), Lagos State. The research was driven by the increasing emphasis on performance-based monitoring in public education and the need to evaluate how RTCM influences teaching effectiveness. A descriptive survey design was adopted, involving structured questionnaires administered to selected teachers across public primary schools in the LGEA. Data were analyzed using descriptive statistics, Pearson correlation, and linear regression. Findings revealed that RTCM is moderately practiced, with many teachers experiencing real-time supervision and feedback mechanisms. Teachers generally perceived RTCM as a constructive process that enhances accountability, lesson planning, classroom management, and student engagement. However, they also reported challenges such as anxiety and increased workload. Despite these, most adopted coping strategies including peer collaboration and advance lesson rehearsals. Statistical analysis showed a significant relationship between the frequency of RTCM and teachers' instructional efficiency ($r = 0.621$, $p < 0.05$). Teachers' positive perceptions of RTCM were also significantly correlated with improved teaching outcomes ($r = 0.576$, $p < 0.05$). Furthermore, regression analysis confirmed that RTCM has a significant effect on lesson delivery and classroom management ($\beta = 0.48$, $p < 0.05$). The study concludes that RTCM, when implemented constructively, can serve as a powerful tool to enhance instructional quality in primary education. Recommendations include the institutionalization of RTCM, continuous teacher training, provision of appropriate monitoring tools, and the integration of formative feedback into supervision processes.***

Keywords: ***Real-Time Classroom Monitoring, Instructional Efficiency, Teacher Supervision, Primary Education, Performance-Based Monitoring.***

I. INTRODUCTION

1.1 Background to the Study

Instructional efficiency refers to the capacity of teachers to deliver curriculum content effectively, achieve learning objectives, and manage classroom dynamics optimally. In Nigeria, especially in public primary schools, concerns about teachers' commitment and instructional quality have triggered the adoption of various strategies, including real-time classroom monitoring systems (RTCMS) (Adeoye & Adebisi, 2022). RTCMS involves the use of technological or administrative tools to observe classroom teaching in real time, either physically or virtually, with the aim of enhancing teacher accountability and pedagogical performance. In Ifako Ijaiye Local Government Education Authority (LGEA) in Lagos State, several schools have piloted mobile-based supervisory platforms where head teachers monitor lessons through in-class cameras or scheduled surprise observations. For instance, in Temidire Primary School, teachers reported improved lesson planning and delivery following the introduction of live monitoring tools in 2023 (Olawale & Benson, 2024). Such innovations have created a paradigm shift in the classroom management system, pressing for empirical evaluation of their real impact on instructional efficiency.

1.2 Statement of Problem

Despite increasing deployment of real-time classroom monitoring in Nigerian primary schools, limited empirical evidence exists on how these systems affect instructional efficiency, especially within the unique socio-educational context of Ifako Ijaiye LGEA. Most

existing studies focus on general teacher evaluation systems rather than real-time interventions (Okonkwo & Alade, 2021). Moreover, anecdotal evidence suggests that while some teachers become more efficient under supervision, others feel demotivated, leading to performance anxiety or compliance-based teaching rather than creativity (Eze & Johnson, 2022). For instance, in a 2022 pilot review at Ifako-Ijaiye Model Primary School, the head teacher noted that three out of ten teachers showed improved engagement, while others perceived monitoring as punitive rather than developmental (Field Interview, 2023). This inconsistency highlights a knowledge gap concerning the instructional impact of RTCMS on teacher performance, warranting academic scrutiny.

1.3 Objectives of the Study

The main objective of this study was to assess the instructional efficiency of primary school teachers under real-time classroom monitoring in Ifako Ijaiye LGEA, Lagos State. The specific objectives that guided the study are to:

i. Examine the effect of real-time classroom monitoring on lesson preparation and delivery.
ii. Investigate teachers' perceptions and attitudes toward real-time monitoring.
iii. Determine the relationship between monitoring frequency and student engagement.
iv. Assess the instructional challenges and coping strategies adopted by teachers under monitoring.

1.4 Research Questions

The following questions guided investigations in the study:

i. How does real-time classroom monitoring affect teachers' lesson preparation and delivery?
ii. What are the perceptions of primary school teachers about real-time classroom monitoring?
iii. What is the relationship between the frequency of monitoring and student engagement?
iv. What instructional challenges do teachers face under real-time monitoring, and how do they cope?

1.5 Research Hypotheses

The following hypotheses were be tested in the study:

Hypothesis 1:

H_0: There is no significant effect of real-time classroom monitoring on teachers' lesson preparation and delivery.

Ha: There is a significant effect of real-time classroom monitoring on teachers' lesson preparation and delivery.

Hypothesis 2:

H_0: There is no significant influence of teachers' perceptions of real-time classroom monitoring on their instructional efficiency.

Ha: There is a significant influence of teachers' perceptions of real-time classroom monitoring on their instructional efficiency.

Hypothesis 3:

H_0: There is no significant relationship between the frequency of classroom monitoring and student engagement.

Ha: There is no significant relationship between the frequency of classroom monitoring and student engagement.

Hypothesis 4:

H_0: There is no significant effect of instructional challenges faced under real-time monitoring on the coping strategies adopted by teachers.

Ha: There is a significant effect of instructional challenges faced under real-time monitoring on the coping strategies adopted by teachers.

1.6 Significance of the Study

This study is significant for several reasons:

Policy Relevance: Findings will inform education policymakers and school administrators on the effectiveness and limitations of RTCMS in driving quality instruction. Teacher Development: Insights will support the design of professional development programs that balance supervision with autonomy. Academic Contribution: The study filled a gap in literature by providing contextual evidence from grassroots educational environments, which are often underrepresented in educational technology discourse in Nigeria (Ajayi & Fagbamila, 2021). Practical Scenario: For example, findings showed that real-time monitoring improves lesson pacing at Ifako-Ijaiye Model Primary School but reduces spontaneous learning in Gbeleyi Primary School, then differentiated monitoring approaches may be adopted.

1.7 Scope and Limitations

The study was confined to public primary schools under the Ifako Ijaiye Local Government Education Authority in Lagos State. It focused on instructional efficiency, not broader educational outcomes such as long-term student achievement. The scope included only teachers who have experienced real-time classroom monitoring between 2022 and 2024.

Limitations included: Observer Effect (Hawthorne Effect): Teachers may temporarily adjust behavior due to awareness of being monitored. Access Constraints: Some schools initially deny researchers real-time access to their monitoring systems and teacher evaluation reports. Generalizability: Findings may not be applicable to private schools or LGEAs outside Lagos State.

II. LITERATURE REVIEW

2.1 Conceptual Clarification

The study made efforts on the clarification of certain concepts that are relevant to the study:

2.1.1 Instructional Efficiency

Instructional efficiency refers to the degree to which teachers effectively use available resources, time, and methods to achieve learning objectives and facilitate knowledge transfer. It includes lesson preparation, delivery, classroom engagement, student-centered pedagogy, and assessment practices (Adetola & Ogunyemi, 2022). An efficient teacher not only covers the syllabus but also ensures comprehension and active participation.

2.1.2 Real-Time Classroom Monitoring (RTCM)

Real-time classroom monitoring involves observing teaching activities as they occur—either physically or through technological tools—by administrators, inspectors, or supervisors. This could take the form of direct presence, CCTV footage, mobile apps, or software that provides immediate feedback on instructional practices (Fadare & Ayeni, 2023). Its purpose is to promote transparency, accountability, and immediate support.

2.2 Theoretical Framework

The study was framed by the following theories:

2.2.1 Systems Theory of Education (Bertalanffy, 1968)

This theory views the educational process as a system of interconnected elements—teachers, learners, content, supervision, and feedback. Real-time monitoring serves as an external control mechanism that affects teacher behavior within the system. When real-time inputs (monitoring feedback) are applied, the system (teacher behavior) adjusts to maintain equilibrium (instructional goals).

2.2.2 McGregor's Theory X and Y

McGregor's Theory X assumes people inherently avoid responsibility, while Theory Y sees people as self-motivated. RTCM functions under both assumptions: Theory X supports surveillance to enforce discipline, whereas Theory Y supports feedback-driven improvement. Understanding which assumption dominates in Lagos public schools may determine RTCM's effectiveness (Oni, 2021).

2.3 Empirical Review

The study empirical review was conducted with case examples/scenerios as follows:

2.3.1 Effect of RTCM on Lesson Preparation and Delivery

Studies show that teachers under real-time observation tend to prepare better and structure lessons more meticulously (Ibrahim & Olatunde, 2022). In Lagos State, schools using live classroom observation tools reported higher punctuality and better alignment with lesson plans. However, some argue that this results in robotic teaching, where creativity is sacrificed for compliance (Eze & Johnson, 2023). Case Example: In 2023, head teachers in five monitored schools in Ifako Ijaiye noted an increase in the number of teachers submitting weekly lesson notes and following schemes of work strictly.

2.3.2 Teachers' Perception of RTCM and Instructional Behavior

Perception plays a critical role in how teachers respond to monitoring. A positive perception fosters growth and improvement; a negative one breeds resentment and fear. According to Adebayo & Oduola (2024), teachers who see RTCM as developmental show better instructional outcomes compared to those who view it as punitive. Scenario: At Iju Ajuwon Community Primary School, monitored teachers reported feeling "watched" and "judged," which made them over-rely on textbooks and avoid interactive methods, fearing negative appraisal.

2.3.3 Monitoring Frequency and Student Engagement

Frequent monitoring has been associated with increased classroom structure and reduced learner absenteeism. However, excessive frequency can lead to superficial engagement, where teachers "teach to the monitor" rather than to the learner (Udo & Asabe, 2021). Hence, monitoring must be strategic, not overbearing. Observation: Students in monitored classrooms in New Oko-Oba primary school were more likely to respond to questions and remain attentive, according to school inspection records from 2022–2023.

2.3.4 Instructional Challenges and Coping Strategies under RTCM

Teachers face unique challenges under surveillance, including performance anxiety, reduced autonomy, and increased paperwork. Common coping mechanisms include peer collaboration, script rehearsal, and over-preparation (Lawal & Musa, 2022). These may help with immediate performance but could hinder adaptive teaching. Example: At Coker Memorial Primary School, monitored teachers adopted "lesson dry-runs" during free periods, which boosted their confidence but limited spontaneity during actual lessons.

2.4 Summary of Gaps in Literature

Most studies focus on general teacher supervision but do not specifically address real-time classroom monitoring. Also, there is a lack of context-specific data from Lagos State primary schools, particularly in Ifako Ijaiye LGEA. Furthermore, empirical studies often neglect teacher coping strategies and how these influence long-term instructional efficiency. Finally, few researchers have explored how teachers' perceptions mediate the effectiveness of monitoring.

A simplified model (adapted from systems and behavioral theories) is proposed below:

Real-Time Classroom Monitoring → Teacher Perception → Instructional Efficiency → Student Engagement. Moderating Variables: Monitoring Frequency, Teaching Experience, School Support.

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III. RESEARCH METHODOLOGY

3.1 Research Design

This study adopted a descriptive survey research design. This design is appropriate because it enables the collection of data from a sample of respondents in order to describe, interpret, and analyze the current state of real-time classroom monitoring and its effect on instructional efficiency among primary school teachers in Ifako Ijaiye LGEA.

3.2 Population of the Study

The population of the study comprises all public primary school teachers under the supervision of the Ifako Ijaiye Local Government Education Authority, Lagos State. As of the 2024/2025 academic session, there are approximately 520 teachers across 42 public primary schools in the LGEA (Lagos State Universal Basic Education Board [SUBEB], 2024).

3.3 Area of Study, Sample and Sampling Technique

A sample of 120 teachers were selected using stratified random sampling to ensure adequate representation across school size, gender, and teaching experience. The schools were first stratified into zones (e.g., Ifako, Ojokoro, College Road), and random sampling was then applied within each stratum.

3.4 Research Instruments

The main instrument for data collection was a structured questionnaire titled:
"Teachers' Instructional Efficiency and Real-Time Monitoring Questionnaire (TIERQ)."
It was divided into five sections: Section A: Demographic information (age, gender, qualification, years of experience, etc.); Section B: Items on real-time classroom monitoring practices; Section C: Teachers' perceptions of RTCM; Section D: Measures of instructional efficiency (lesson preparation, delivery, student engagement); Section E: Instructional challenges and coping strategies. All items were rated on a 5-point Likert scale (Strongly Agree to Strongly Disagree).

3.5 Validity and Reliability of the Instrument

Content validity was ensured through expert review by scholars in Educational Management and Measurement. The instrument was pilot-tested among 20 teachers from Alimosho LGEA (not part of the main study). The reliability of the instrument was determined using Cronbach's Alpha, with a benchmark of $\alpha \geq 0.70$ considered acceptable for internal consistency.

3.6 Method of Data Collection

The researcher administered the questionnaires personally with the support of trained research assistants. Respondents were briefed on the purpose of the study, and ethical considerations such as confidentiality and voluntary participation was strictly observed. Collection spanned two weeks to ensure high response rate.

3.7 Method of Data Analysis

Data collected was analyzed using both descriptive and inferential statistics with the aid of SPSS version 27. Research Questions was analyzed using: Mean and standard deviation; Frequency and percentage Research Hypotheses was tested using: Pearson Product-Moment Correlation (for relationships); Linear regression (for effect/influence); Significance level: 0.05.

3.8 Ethical Considerations

Ethical approval was obtained from the Lagos State Universal Basic Education Board (SUBEB) and Ifako Ijaiye LGEA. Participants signed an informed consent form. Anonymity and confidentiality was maintained, and respondents were assured that the information provided will be used solely for academic purposes.

IV. DATA PRESENTATION, ANALYSIS, AND DISCUSSIONS

4.1 Introduction

This chapter presents, analyzed, and interpreted data collected through the questionnaire titled Teachers' Instructional Efficiency and Real-Time Monitoring

Questionnaire (TIERQ). The data are organized and presented according to the study's objectives and research questions. Both descriptive and inferential statistical methods were used, and results are presented in tables for clarity.

4.2 Demographic Characteristics of Respondents

A total of 120 copies of the questionnaire were administered to respondents. Out of these, 115 were properly filled and returned, representing a 95.8% response rate.

Table 1: Data of Demographic Characteristics of Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	52	45.2
	Female	63	54.8
	Total	115	100
Age	21–30 years	14	12.2
	31–40 years	38	33.0
	41–50 years	41	35.7
	51 years and above	22	19.1
	Total	115	100
Educational Qualification	NCE	35	30.4
	B.Ed	51	44.3
	PGDE	15	13.0
	M.Ed/Other	14	12.3
	Total	115	100
Teaching Experience	1–5 years	19	16.5
	6–10 years	37	32.2
	11–15 years	28	24.3
	Over 15 years	31	27.0
	Total	115	100

Source: Field Survey (2025)

The table above revealed that a majority of the respondents were female (54.8%) and within the age bracket of 31–50 years. Most respondents hold a B.Ed or NCE, reflecting a qualified workforce. About 83.5% of the teachers have more than five years of teaching experience, which lends credibility to the reliability of their responses.

4.3 Analysis of Characteristics of Respondents

The table above revealed that a majority of the respondents were female (54.8%) and within the age bracket of 31–50 years. Most respondents hold a B.Ed or NCE, reflecting a qualified workforce. About 83.5% of the teachers have more than five years of teaching experience, which lends credibility to the reliability of their responses.

4.4 Analysis of Research Questions

Research Question 1: To what extent is real-time classroom monitoring (RTCM) practiced in primary schools under Ifako Ijaiye LGEA?

Table 2: The extent of RTCM practice (n=115)

S/N	Item	Mean	Std. Dev.	Decision
1	RTCM is regularly conducted in my school.	3.89	0.81	Agreed
2	Supervisors observe my	3.74	0.94	Agreed

	classes in real time.			
3	I receive feedback immediately after observations.	3.58	0.88	Agreed
4	RTCM focuses on improving instructional delivery.	4.01	0.79	Strongly Agree
5	RTCM tools (e.g., cameras, apps) are used in my school.	3.32	1.02	Agreed

Source: Field Survey (2025)

Interpretation: The responses indicate that real-time classroom monitoring is moderately practiced, with a clear institutional emphasis on using it to improve teaching delivery.

Research Question 2: What are the perceptions of teachers regarding real-time classroom monitoring?

Table 3: The perceptions of teachers regarding RTCM (n=115)

S/N	Item	Mean	Std. Dev.	Decision
1	RTCM helps me improve my teaching methods.	4.05	0.76	Strongly Agree
2	I feel more accountable because of RTCM.	3.92	0.81	Agreed
3	RTCM causes unnecessary pressure during lessons.	3.2	1.02	Agreed
4	RTCM contributes positively to my professional growth.	4.01	0.84	Strongly Agree
5	I prefer RTCM over periodic post-teaching evaluations.	3.11	0.95	Agreed

Source: Field Survey, 2025

Interpretation: Teachers generally perceive RTCM positively, noting its contribution to their improvement and professional growth, although some anxiety is acknowledged.

Research Question 3: How does RTCM affect instructional efficiency among primary school teachers?

Table 4: RTCM effect on instructional efficiency (n=115)

S/N	Item	Mean	Std. Dev.	Decision
1	I prepare detailed lesson plans regularly.	4.08	0.72	Strongly Agree
2	My lessons are well-structured and goal-oriented.	4.0	0.69	Strongly Agree
3	Students actively participate during my lessons.	3.78	0.91	Agreed
4	I manage instructional	3.94	0.84	Agreed

	time efficiently.			
5	I use various methods to deliver content effectively.	4.1	0.75	Strongly Agree

Source: Field Survey, 2025

Interpretation: RTCM enhances key instructional elements such as lesson planning, goal-setting, time management, and varied instructional techniques.

Research Question 4: What challenges do teachers face with RTCM and what coping strategies are adopted?

Table 5: Teachers challenges with RTCM and coping strategies adoption (n=115)

S/N	Item	Mean	Std. Dev.	Decision
1	RTCM increases my workload.	3.67	0.87	Agreed
2	I experience anxiety when teaching under surveillance.	3.44	0.98	Agreed
3	I collaborate with colleagues to improve lesson delivery.	4.02	0.83	Strongly Agree
4	I rehearse my lessons more due to RTCM.	3.86	0.8	Agreed
5	RTCM has improved my classroom management skills.	3.91	0.79	Agreed

Source: Field Survey (2025)

Interpretation: While RTCM brings some pressure and added responsibility, teachers adopt productive coping strategies such as collaboration and lesson rehearsal.

4.5 Analysis of Research Hypotheses

Hypothesis 1:

Ho: There is no significant relationship between the frequency of real-time classroom monitoring and teachers' instructional efficiency.

Ha: There is a significant relationship between the frequency of real-time classroom monitoring and teachers' instructional efficiency.

Pearson Correlation: $r = 0.621$; $p = 0.000 < 0.05$

Decision: Since p-value (0.000) is less than 0.05, we reject the null hypothesis to accept Ha.

Interpretation: A strong, significant relationship exists; frequent RTCM is positively associated with higher instructional efficiency.

Hypothesis 2:

Ho: There is no significant relationship between teachers' perception of RTCM and their instructional efficiency.

Ha: There is a significant relationship between teachers' perception of RTCM and their instructional efficiency.

Pearson Correlation: $r = 0.576$; $p = 0.003 < 0.05$

Decision: Since p-value (0.000) is less than 0.05, we reject the null hypothesis to accept Ha.

Interpretation: Teachers with positive perceptions of RTCM tend to be more instructionally effective.

Hypothesis 3:

Ho: There is no significant effect of RTCM on teachers' lesson delivery and classroom management.

Ha: There is a significant effect of RTCM on teachers' lesson delivery and classroom management.

Regression Coefficient (β) = 0.48; R^2 = 0.38; F(1,113) = 29.64; p = 0.000

Decision: Since p-value (0.000) is less than 0.05, we reject the null hypothesis to accept Ha.

Interpretation: RTCM has a statistically significant effect on both lesson delivery and classroom management.

Hypothesis 4:

Ho: There is no significant effect of instructional challenges faced under real-time monitoring on the coping strategies adopted by teachers.

Ha: There is a significant effect of instructional challenges faced under real-time monitoring on the coping strategies adopted by teachers.

Regression Coefficient (β) = 0.526; R^2 - 0.294; F(1, 857) = 34.88; p = 0.000

Decision: Since p-value (0.000) is less than 0.05, we reject the null hypothesis to accept Ha.

Interpretation: There is a statistically significant effect of instructional challenges faced under real-time classroom monitoring on the coping strategies adopted by teachers.

4.6 Discussion of Findings

The findings reveal that real-time classroom monitoring is not only practiced but also widely perceived as beneficial by primary school teachers in Ifako Ijaiye LGEA. Teachers attribute improvements in lesson planning, instructional delivery, and classroom management to RTCM. Despite increased workload and anxiety, many embrace RTCM as a developmental tool. The significant relationships identified through correlation and regression analyses further affirm the value of RTCM in promoting instructional efficiency. These results align with recent literature (Adewale & Aluko, 2023; Nwachukwu & Ibe, 2021), supporting the implementation of real-time oversight to foster continuous professional development.

V. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of Findings

This study assessed teachers' instructional efficiency under real-time classroom monitoring (RTCM) among primary school teachers in Ifako Ijaiye LGEA, Lagos State. A descriptive survey design was adopted with structured questionnaires administered to teachers. Data analysis involved descriptive statistics, Pearson correlation, and linear regression.

The key findings includes: Extent of RTCM Practice: RTCM is moderately to highly practiced in Ifako Ijaiye LGEA primary schools. Teachers acknowledged regular real-time supervision, immediate feedback, and use of RTCM tools aimed at enhancing instructional delivery; Teachers' Perception: Teachers perceive RTCM as a beneficial practice that improves teaching methods, increases accountability, and supports professional development, though some feel anxious or pressured by constant observation; Effect on Instructional Efficiency: RTCM positively influences lesson planning, classroom management, and instructional delivery, leading to improved student engagement and time management; Challenges and Coping Strategies: Teachers face increased workload and performance anxiety due to RTCM, but they adopt strategies such as peer collaboration, lesson rehearsal, and feedback utilization to cope effectively; Hypotheses Testing: There is a significant positive relationship between RTCM frequency and instructional efficiency; Teachers' positive perception of RTCM correlates significantly with improved instructional outcomes; RTCM has a statistically significant effect on lesson delivery and classroom management; There is a statistically significant effect of instructional challenges faced under real-time classroom monitoring on the coping strategies adopted by teachers.

5.2 Conclusion

Real-time classroom monitoring emerges as a transformative tool in enhancing instructional quality in public primary schools. Despite the pressure it may place on teachers, RTCM contributes to better planning, accountability, and teaching outcomes. The

study concludes that integrating RTCM in supervision policy and training frameworks can elevate classroom practices and learner achievement in basic education.

5.3 Recommendations

Based on the findings, the following recommendations are made:

i. Institutionalization of RTCM: The LGEA should formalize and standardize RTCM practices across all schools, ensuring that monitoring is constructive rather than punitive.
ii. Capacity Building for Teachers: Organize workshops and training sessions to help teachers understand RTCM tools and strategies to cope with anxiety and improve instructional delivery.
iii. Provision of Monitoring Technology: Equip schools with adequate digital RTCM tools, such as mobile monitoring apps or surveillance aids that do not invade teacher privacy but enhance support.
iv. Constructive Feedback Mechanisms: Supervisors should prioritize formative feedback, focusing on growth rather than judgment, to motivate teachers and build a positive professional culture.
v. Policy Integration: The Ministry of Education and SUBEB should integrate RTCM as part of teacher appraisal and professional development frameworks to promote continuous instructional improvement.

5.4 Contribution to Knowledge

This study contributed to empirical knowledge in the following ways:

Provided recent data (2024–2025) on RTCM adoption in a Nigerian basic education context.
Highlighted the direct link between RTCM and teacher performance efficiency.
Offered insights into the coping mechanisms teachers adopt in response to real-time monitoring pressures.
Extended the conceptual model for RTCM-based instructional supervision in urban local government settings.

5.5 Suggestions for Further Studies

Future research may explore:

A comparative study of RTCM practices across rural and urban primary schools in Lagos State.
Longitudinal studies on the long-term impact of RTCM on students' academic achievement.
RTCM and teacher retention: Does performance monitoring increase or reduce job satisfaction?
The psychological impact of RTCM on novice vs. experienced teachers.
RTCM's role in inclusive education monitoring, especially for special-needs classrooms.

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