



# PRINCIPALS' CLASSROOM VISITATIONS TECHNIQUE AND TEACHERS' JOB PERFORMANCE IN PUBLIC UPPER BASIC EDUCATION SCHOOLS IN KANO METROPOLIS, NIGERIA

Mohammed, S.<sup>1\*</sup>, Prof. Gyang, T. S.<sup>2</sup>, Prof. Timson, I. N.<sup>3</sup>

<sup>1,2,3</sup>Department of Educational Foundations, Faculty of Education, University of Jos, Nigeria

\*Corresponding Author

## ABSTRACT

This study examined principals' classroom visitations technique and teachers' job performance in public upper basic education schools in Kano Metropolis, Nigeria. Two specific objectives with two corresponding research questions and a null hypothesis guided the study. Cross-sectional survey research design was adopted for the study. The population for the study comprised of 272 principals and 1,748 teachers in the 272 public upper basic education schools in eight LGAs in Kano Metropolis, Nigeria. The sample was made up of 175 teachers and 27 principals in 27 selected public upper basic schools in two LGAs. Two structured Instruments titled: Upper Basic Principals' Supervisory Techniques Questionnaire (UBPSTQ) and Upper Basic Teachers' Job Performance Rating Scale (UBTJPRS) were used for data collection. The instruments were validated by research experts. Reliability indexes of 0.88 for UBPSTQ and 0.82 for UBTJPRS were obtained using Cronbach Alpha technique respectively. The data collected were analysed using descriptive statistics of frequency count, percentage, mean to answer the research questions while Inferential statistics of t-test for independent samples was employed in testing the null hypothesis at 0.05 level of significance. The findings revealed that there is a significant difference between job performance mean scores of teachers whose classes are visited to high extent and those whose classes visited to low extent. Similarly, teachers' have significant higher level of job performance in public upper basic education schools in Kano Metropolis, Nigeria. Based on the findings, the study recommended that public upper basic education school principals should prioritize classroom visitations to encourage and assist teachers in adopting best teaching practices, thereby enhancing teachers' job performance and effective instructional delivery.

**KEYWORDS:** Supervision, Classroom Visitations, Principals' Supervisory Technique, Teachers' Job Performance

## 1. INTRODUCTION

Educational management and administration at all levels require supervision of all educational personnel, activities and facilities to ensure the attainment of set educational goals. Hence, supervision occupies a unique place in the education system, warranting significant attention. Increasingly, parents and guardians are becoming more curious about the quality of education provided to their children and expect improvements in teaching standards. Enhancing educational quality requires prioritizing both the supervisory responsibilities of school principals and the job performance of teachers.

A school principal is a person at the helm of affairs in a school, serving as the chief administrator and instructional leader. A principal plays a vital role in overseeing policy implementation, instructional programs, and staff development, ensuring adequate and proper school management (Akporehe & Asiyai, 2023). Effective supervision is crucial for ensuring quality education, and principals play a vital role in supervising teachers and instructional programs. A principal is a critical factor in the administration and supervision of a school, playing a vital role in achieving its set goals and objectives. Supervision, according to Nwankwoala (2020), refers to the professional growth of teachers and the improvement of the instructional process. Hence, if schools lack adequate supervision by the principal, it can have inimical effects on the job performance of teachers as well as the students' learning outcomes and the educational objectives may not be achieved. Among the major tasks of a school principal, none is as sensitive and challenging as the task of relating to the supervision of teachers, students, instructional programmes, school plants and statutory records. Thus, the success or failures of a school depends on teachers' job performance which is built on the level of supervisory techniques employed by the principals of public upper basic schools.



Supervisory techniques are approaches employed by a supervisor (principal) for the supervision of instruction for the optimal attainment of goals of education (Wagbara, 2023). Ineffective supervisory techniques by school principals can contribute to issues such as teacher absenteeism, student truancy, increase in examination misconduct, abandonment of duty, application of wrong teaching methods and declining educational standards. Thus, supervisory techniques are essential strategies of executing supervision aimed at promoting teachers' job performance of instructional delivery in upper basic schools. To uphold educational standards, principals must employ a range of supervisory techniques to ensure qualitative service delivery by teachers in order to achieve educational goals and objectives.

This is why the Kano State Universal Basic Education Board (SUBEB), appoints principals who are very experienced in the teaching profession for the purpose of supervising the teaching and learning activities in order to improve the standard of schools. This is done principals' their supervisory functions. Educational supervisory functions have been seen as a vital action towards making teachers perform well on their jobs. FRN (2014) stated that, the objectives of supervisory services in education are to: ensure quality assurance through regular and continuous supervision of instructional and other educational services. Thus, supervisory function is the foundation on which all programmes for improvement of teaching must be built.

Based on these, it has become vital that principals' supervisory techniques be properly directed for effective and efficient job performance of teachers. Principals employ various supervisory techniques to promote teachers' job performance, including classroom visitation, workshops, demonstration, inter-school visitations, and research-based approaches. These techniques provide feedback to teachers on various learning outcomes of the educational system and help realize the goals of teaching and learning.

Principals' classroom visitation technique refers to a process by which a principal, as a supervisor, visits a classroom to observe teachers and students in action. The principal as a supervisor, inspects, observes and evaluates what and how a teacher has performed. This technique is mainly adopted in a supervision that is between a supervisor (principal) and individual teachers. To successfully carryout the classroom visitation, however, the visit has to be planned. Therefore, since supervision is inevitable, it behooves a principal to plan his visit together with the teacher to dispel teacher's fear and anxiety. Thus, a principal plays vital role in ensuring that effective instructional delivery is carried out in the school through frequent classroom visitations of teachers in order to improve such teachers' job performance and productivity.

Teachers play crucial roles in shaping societal values, intellectual and moral development. It is often said that, the standard and quality of education of a given nation is dependent and determined by the standard of her teachers. This implies that teachers at every level of education must strive towards effectiveness since teachers are the building blocks of any society. Teachers' job performance in this context is one of the most important indicators used to assess the effectiveness of any school. Teachers' job performance refers to the degree of which teachers' carryout their primary duties of teaching as well as their general attitudes towards teaching as a profession and activities (Arop, Owan & Ekpong, 2020). For a teacher to be called effective, a teacher must be punctual to school, plan lesson appropriately, and have good knowledge of the subject matter among others. Some principals, however, seems to exhibit lackadaisical attitude towards supervision, leading to poor teachers' job performance. Ineffective supervision can contribute to issues such as; inadequate lesson planning, improper use of instructional materials, and poor classroom engagement by teachers. Job performance of teachers is imperative to enhance the quality of instructional delivery in a school setting and for desirable outputs.

Despite the importance of teachers' job performance in the realization of educational goals, it has been observed by the researcher that the quality of teachers' job performance in many public upper basic schools in Kano Metropolis, Nigeria, leave much to be desired in recent times, as it seems that some teachers do not perform their duties effectively. It is against this backdrop, that this study aimed at ascertaining the incidence of poor or ineffective principals' classroom supervisory techniques and low teachers' job performance is a state wide problem before drawing any conclusion.

### Statement of the Problem

There has been a public outcry about the decline in teachers' productivity and job performance, attributed to weak principals' classroom visitation supervisory techniques, resulting in poor academic performance among students in public upper basic education schools in Kano Metropolis. It appears that supervisory duties are not regularly performed by some principals, providing inadequate professional guidance and assistance to teachers. Some principals seem to prioritize administrative tasks, limiting their engagement with teachers and neglecting essential supervisory duties. Instead of focusing on actual instructional realities of the classroom, their activities as supervisors tend to be very little value to the teachers.



Researcher's experience has shown that there is laxity among Kano Metropolis public upper basic school teachers in preparing essential teaching documents. The situation is not encouraging, with some teachers failing to prepare lesson plans, write out obsolete lesson notes, and apply inappropriate instructional materials and teaching methods. These laxities could be a result of ineffective principals' supervisory techniques, leading to teacher dissatisfaction and weakened job performance. Despite concerted efforts by relevant stakeholders to provide public upper basic schools with school facilities, funding, and teacher training programs, the problem persists. If left unaddressed, it could lead to a continued decline in educational standards, affecting students' academic progress and overall learning outcomes.

### Objectives of the Study

The following objectives guided the study:

1. To find out the extent to which principals' classroom visitations affects teachers' job performance in public upper basic education schools in Kano Metropolis, Nigeria.
2. To find out the level of teachers' job performance in public upper basic education schools in Kano Metropolis, Nigeria.

### Research Questions

This study sought to answer the following research questions to:

1. To what extent does principals' classroom visitations affect teachers' job performance in public upper basic education schools in Kano Metropolis, Nigeria?
2. What is the level of teachers' job performance in public upper basic education schools in Kano Metropolis, Nigeria?

### Hypothesis

The following hypothesis was tested at 0.05 level of significance:

1. There is no significant difference between teachers' job performance mean scores of those whose classes are visited to high extent by principals and visited to low extent in public upper basic education schools in Kano Metropolis, Nigeria.

## 2. LITERATURE REVIEW

### Concept of Supervision

Supervision is a multifaceted concept that has been defined and interpreted in various ways. From an educational perspective, supervision is a strategy that focuses on providing professional support to improve instruction. Supervision of instruction in today's world According to Pont (2022), supervision assesses teachers' strengths and weaknesses, identifying areas for improvement. This implies that supervision plays a crucial role in assessing teachers' strengths and weaknesses, which is generally true in educational contexts. George (2023) further emphasizes that supervision stimulates growth, encourages teachers to excel in administrative and academic performance, and improves instruction through regular monitoring and in-service education. This is done by the principal to see that meaningful and protective learning takes place in all classes and that teachers are teaching what they are supposed to teach and are undertaking the teaching in a manner that the students understand and enjoy their lessons.

### Concept of Supervisory Techniques

Supervisory techniques refer to the methods or approaches employed by principals to supervise instruction, aiming to achieve educational goals Wagbara (2023). Effective supervisory techniques are crucial for successful supervision, as they determine the implementation process and outcome. Principals must understand and determine the most suitable supervisory techniques to promote teaching and learning in basic education schools. Hence, determination of the supervisory techniques greatly determines the success of supervision, so the principals must know and understand the supervisory technique well so that in carrying out supervision successfully, could enhance job performance of teachers and the school goals and objectives can be achieved.

### Concept of Teachers' Job Performance

Teacher performance is a critical component of quality education. According to Emengini, Omenyi, and Nwankwo (2020), teachers' job performance encompasses various duties, such as covering schemes of work, giving and marking continuous assessments, managing classroom behaviour, and preparing lesson plans. Thus, teachers' job performance involves their compliance to set standards and commitment to school vision and mission in order to achieve the goals and objectives of education. Akporehe and Asiyai (2023) further emphasize that teachers' job performance involves displaying the right attitude to work, being committed and dedicated to



teaching, and making efforts to achieve school goals and objectives. From the definitions one would understand that teachers' job performance is sinequanon for the achievement of educational goal at large.

### **Principals' Classroom Visitations Technique and Teachers' Job Performance**

Classroom visitation is a supervisory technique where principals visit classrooms to observe teachers' instructional delivery, assessing their mastery of subject matter, teaching strategies, and classroom management (Nnebedum, Chidi & Akinfolarin, 2017). This technique according to Mustiso, Kirim and Itegi (2020), helps identify areas for improvement and provides opportunities for professional growth. This is supported by Zepeda (2014) who asserted effective supervisors do a walk-through which is a brief, unstructured, non-evaluative classroom observation to alert teachers to make sure that they are making proper use of teaching time and to monitor the classroom atmosphere.

Research has shown that classroom visitation can improve teacher performance and student outcomes. A study in Eritrea found that head-teachers in high-performing schools practiced classroom visitation activities better than those in poorly performing schools (Yosief, Okemasisi & Paulos, 2022). Similarly, a study in Nigeria found that classroom visitation by supervisors was significantly related to teachers' job performance (Nwankwoala, 2020).

A study by Malunda, Onen, Musaazi and Oonyu (2016) revealed that head-teachers prefer frequent walk-throughs to determine exactly what was going on in the classrooms and to ensure that the teaching-learning process was progressing as expected in Ugandan secondary schools. This implies principals who use walk-throughs as a type of supervision of instruction can improve educational quality, resulting in higher students' performance. Additionally, Altunova and Kalman (2020) results indicated that organizational, managerial, and systemic factors had both negative and positive effects on teacher performance. Besides general professional competencies, students' readiness level and teachers' mastery of course content were reported to have impacts on classroom teachers' job performance in Turkey.

Classroom visitation can also help teachers improve their instructional practices. According to Ekpoh and Eze (2015), observing experienced colleagues can help teachers learn new teaching methodologies and improve their self-awareness. However, some studies have found that principals may not always conduct regular classroom visits due to inadequate time or other responsibilities (Nyamwamu, 2014; Mohammed, 2016). This consequently means that there would be poor teaching and learning which essentially may mar the students' academic performance in schools.

To be effective, classroom visitation should be used as a platform for providing professional guidance and assistance to teachers, rather than fault-finding (Sergiovanni & Robert, 2009). After the classroom observation, principals should provide feedback and support to help teachers improve their instructional delivery. This is because the essence of supervision is not to witch-hunt teachers but to provide professional help for them to improve in delivery of teaching roles.

### **Review of Empirical Studies**

Some of the empirical studies conducted by researchers include those of:

Yosief, Okemasisi, and Paulos (2022) conducted a study on "teachers' classroom visitation practice on students' performance in public junior schools in Keren Sub-Zone, Eritrea". The area of the study was Eritrea. The study was guided by systems theory and employed mixed-method approaches with a concurrent triangulation design. Systematic sampling, simple random sampling and purposeful sampling were used to select 44 teachers, 326 students, five head-teachers, and two Educational Officers of the Keren Sub-zone. A total of 377 respondents took part in the study. Questionnaires were used to collect data from teachers and students, whereas interview was conducted to get information from head-teachers and Educational Officers. The quantitative data were analysed descriptively and reported in frequency tables and percentages. The qualitative data were organized into themes based on the research questions and reported in a narrative form and direct quotations. The study found that in high-performing schools, head-teachers practiced classroom visitation activities better than those in poorly performing schools, thus the reason for low performance in some public junior schools in Keren Sub-zone. The study recommended that ministry of education should intensify supervision in the public junior schools to strengthen the quality of instructional supervision by the head-teachers.

Yosief, Okemasisi, and Paulos's study is related to the present study since teachers' classroom visitation practice is one of the important variables of the supervisory techniques as it influences students' performance in public junior schools. Hence, the gap identified in the previous study was that the study used classroom visitations supervisory techniques and its influence on students' performance. The present study addresses this gap by examining principals' classroom visitations techniques and how it affects teachers' job performance, which is a



critical intermediary for student learning outcome. Additionally, the previous study was conducted in Eritrea, while the current study was carried out in Kano State, Nigeria with different work conditions.

Comighud, Fotalan, and Cordevilla (2020) conducted a study on “Instructional Supervision and Performance Evaluation: A Correlation of Factors in the Public Elementary Schools of Bayawan City Division of the Philippines”. The study was designed to examine the extent of implementation of instructional supervision as perceived by the novice and experienced Teachers of the Department of Education-Bayawan City Division. The population of the study were the 70 novice teachers and 230 experienced teachers of the 30 public elementary schools of Bayawan City Division. The study was descriptive survey and correlational in nature. It utilized the percentage, mean, weighted mean, and spearman rank correlation coefficient. The instrument for data collection was the researcher self-made questionnaire which were organized into three parts.

The study found out that the extent of implementation of instructional supervision as perceived by the experienced teachers was “very high”. Likewise, the extent of implementation of instructional supervision as perceived by the novice teachers was also “very high” based on how they rated their instructional supervisors in terms of the first three areas. The study recommended that novice teachers should prioritized attending seminars, workshops, and trainings to enhance their instructional skills, lesson planning, and classroom management among others. However, the previous study is related to the present study because it examines supervision as determinant of school and job performance of teachers. The major gap identified in Comighu, Fotalan, and Cordevilla’s study was that it focuses on public elementary schools using novice teachers and experienced teachers in the Philippines, which differ in educational structure, policies, and cultural context, from that of the present study which used both principals and teachers in public upper basic schools in Kano Metropolis, Nigeria. These differences may affect the applicability of findings, underscoring the need for localized research.

Altunova and Kalman (2020) explored “factors affecting Classroom Teachers’ Job Performance: A Qualitative-dominant Analysis with Q-sorting”. The study area was Turkey. The study was guided by three research questions. The study employed two research approaches, case study and Q methodology for Study I and Study II. Qualitative data were collected first and then the results were used to get in-depth information in a qualitative-dominant mixed research design, Q methodology. The case study method was adopted for the qualitative strand of the research. Maximum variation sampling was used to select the study group from the low, middle, and high socioeconomic environments based on the school location for Study I. In the Q-method study, maximum variation sampling was adopted to select teachers based on the socio-economic environment (low, middle, and high) that the schools were located in. The same strategy as used for selecting the study group for interviews was also utilized to select the participants in the Q-method study (Study II). A semi-structured interview protocol, a personal information form, and a Q concourse developed by the researchers were used to gather the data. 72 teachers working at primary schools in a province in Eastern Turkey participated in a qualitative dominant mixed-methods study incorporating a qualitative case study and Q methodology. The instrument was piloted with two classroom teachers to ensure the validity of the form.

The data obtained through interviews were content-analysed, and the Q data were analysed via the PQ Method 2.35 software program. The results indicated that organizational, managerial, and systemic factors had both negative and positive effects on teacher performance. The results of the qualitative interviews revealed that classroom teachers defined themselves as strong in terms of general professional competencies, communication, personal characteristics, and attitude towards the profession. The study recommended that building a positive school climate and reconstructing some systemic mechanisms of education may positively affect classroom teachers’ job performance.

However, Altunova and Kalman study is related to the present study because it examines teachers’ classroom job performance as one of the dependent variables of the current study. The gap identified by the previous study was that the study investigated the factors affecting teachers’ classroom job performance. The current study therefore addresses the identified gap by investigating how principals’ classroom visitations supervisory technique affect teachers’ job performance. Moreover, the previous study employed qualitative-case study, while the current study uses quantitative approach with a cross-sectional survey research design. The previous study focuses on primary school teachers in Turkey, while the current study targets principals and teachers in public upper basic schools in Kano Metropolis, Nigeria. Thus, differences in educational systems, cultural norms, and socioeconomic challenges may limit the applicability of the previous findings to the current study.

Owan, Johnson, Osim, Anagbogu, Otu, Undie, Ogabor, Apie, and Ekere (2023) investigated “school-based supervisory practices and teachers’ job effectiveness using bootstrapping in covariance-based structural equation modelling”. The study area was Akwa Ibom State, Nigeria. The study used a predictive correlation design to



assess how principals' supervisory practices contribute to teachers' job effectiveness generally and across three specific areas. The target population of the study comprised 3,239 public secondary school teachers in the 89 public secondary schools in the North-East Education Zone of Akwa Ibom State, Nigeria. Out of these, 1133 were males, while 2106 were females. The multistage sampling procedure was followed in the study to select 295 teachers from the entire study population. Data were collected using a questionnaire titled "School-Based Supervisory Practices and Secondary School Teachers' Job Effectiveness Questionnaire (SBSSSTJEQ)". A bootstrapping procedure in covariance-based structural equation modelling (CB-SEM) and multiple linear regression analysis were used for hypotheses testing at the 0.05 alpha level.

Among others, findings revealed a significant joint prediction of classroom observation, supervision of sporting activities, instructional aids, team teaching and school record on teachers' job effectiveness generally and in the dimensions of lesson note preparation and classroom management, but not the use of instructional materials. The study recommended that secondary school principals should ensure that they pay regular classroom visits to observe teachers deliver lessons in the classroom among others. Owan, et. al.'s study is relevant to the present study since it is based on supervisory practices and teachers' job effectiveness. The gap identified in Owan, et. al.'s study was that it used predictive correlation design to assess how principals' supervisory practices contribute to teachers' job effectiveness, while the current study employed cross-sectional survey research design to examine how principals' classroom visitations supervisory technique affects teachers' job performance. Moreover, the previous study analysed its data using multiple linear regression analysis for hypotheses testing while current study uses t-test for independent samples for data analysis.

Omobonike, Enyi and Ogbu (2023) examined "principals' administrative competencies and students' academic performance in public Secondary Schools in Ebonyi State, Nigeria". Two specific purposes with two corresponding research questions and two null hypotheses guided the study. Correlational survey research design was adopted for the study. The population for the study comprised one hundred thousand, six hundred (100,600) students and teachers in the 226 public secondary schools in Ebonyi State. The sample for the study was 398 teachers and students using Taro Yamane formula for finite population. Instrument for data collection was structured questionnaire titled: Principals' Administrative Competencies Questionnaire (PACQ) and Students' Academic Performance Questionnaire (SAPQ). The instrument was validated by three research experts. The reliability of the instrument was determined using Cronbach Alpha technique which yielded a reliability coefficient of 0.89 for principals' administrative competency while reliability coefficient of 0.77 was obtained for students' academic performance. Pearson Product Moment Correlation Coefficient statistical tool was used to answer the research questions while Linear Regression was used to test the hypotheses.

The findings from the study showed that there was a very high positive relationship between principals' supervision competence and students' academic performance, while principals' competence on discipline maintenance has a high relationship with students' academic performance in public secondary schools in Ebonyi State. Based on the findings, the study recommended that the Government of Ebonyi State should from time to time organize capacity-building workshops for principals on administrative competency for enhancing their effectiveness in school management. However, Omobonike, Enyi and Ogbu's study is relevant to the present study, as supervision is among the principals' administrative competencies. However, the gap identified in the previous study was that it examined principals' administrative competencies and students' academic performance in public Secondary Schools in Ebonyi State. Hence, the present study filled in the identified gap as it focused on principals' classroom supervisory techniques and how it affects teachers' job performance in public upper basic schools in Kano State.

To this end, the predominant gaps identified in the previous empirical studies are in the areas of geographical domain, content scope, methodology and techniques used. Likewise, none of the reviewed studies addresses the needs of public upper basic education schools. This indicates that there is paucity of current study on the research topic under study especially in Kano State Metropolis, Nigeria. Hence, the premise of this study on public upper basic education schools in Kano Metropolis, Nigeria which makes this study unique from other studies reviewed.

### 3. METHODS

This study employed cross-sectional survey research design. The population of the study comprised of 272 principals and the 1,748 teachers in the 272 public upper basic education schools in eight Local Government Areas (LGAs) in Kano Metropolis, Nigeria (Kano State Universal Basic Education Board [SUBEB], 2023). The sample was made up of 175 teachers and 27 principals in 27 selected public upper basic schools in two LGAs in Kano Metropolis which were selected using the multi-stage sampling technique. The instruments used for data collection were developed by the researcher titled; Upper Basic Principals' Supervisory Techniques Questionnaire



(UBPSTQ) and Upper Basic Teachers’ Job Performance Rating Scale (UBTJPRS). The structured questionnaires with scoring order of a four-point rating scale of Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (LE) = 2, and Very Low Extent (VLE) = 1 respectively for UBPSTQ and Often = 4, Sometimes = 3, Rarely = 2, Never = 1 respectively for UBTJPRS were used for the study. The instruments were validated by experts in the field of Educational Management and Research, Measurement and Evaluation. The reliability of the instruments were obtained using the Cronbach Alpha technique as a measure of internal consistency. The reliability indexes obtained were 0.88 for UBPSTQ and 0.82 for UBTJPRS respectively. This indicated high internal consistencies of these instruments. Data were collected by the researcher with the help of research assistants on-the-spot after they were duly filled by the respondents. The data collected were analysed using descriptive statistics of frequency count, percentage, mean and standard deviation to answer the research questions while Inferential statistics of t-test for independent samples was employed in testing the null hypothesis at 0.05 level of significance with the aid of Statistical Package of Social Sciences (SPSS) version 24.

#### 4. RESULTS

##### Research Question One

To what extent does principals’ classroom visitations affect teachers’ job performance in public upper basic education schools in Kano Metropolis, Nigeria?

**Table 1**  
**Extent to Which Principals’ Classroom Visitations Affects Teachers’ Job Performance in Public Upper Basic Education Schools**

Extent of Principals’ Supervisory Technique	No of Respondents	Mean Job Performance Scores of Teachers
High Classroom Visitations	143	52.91
Low Classroom Visitations	32	35.81
	<b>N=175</b>	

Source: Field Data (2025)

Table 1 shows the extent to which principals’ classroom visitations affect teachers’ job performance in public upper basic education schools. From the table, 143 teachers in schools where principals frequently visit classrooms reported a mean job performance score of 52.91, which falls between very high extent and high extent. In contrast, 32 teachers in schools where principals rarely visit classrooms reported a mean job performance score of 35.81, which falls between low extent and very low extent. This indicates that principals’ classroom visitations affect teacher’s job performance to high extent, by organizing timely and regular classroom visitations, providing teachers with valuable feedback, encouraging teachers, as well as helping teachers to align with teaching practices for effective lesson delivery. Since the mean score of high classroom visitations is above the mean score of low classroom visitations, it implies that, the extent to which principals’ classroom visitation affects teachers’ job performance in public upper basic schools is high.

##### Research Question Two

What is the level of teachers’ job performance in public upper basic education schools in Kano Metropolis, Nigeria?

**Table 2**  
**Level of Teachers’ Job Performance in Public Upper Basic Education Schools**

Job Performance Category	No. of Respondents	Percentage (%)
Low (16 - 39)	8	29.6
High (40 - 64)	19	70.4
<b>Total</b>	<b>27</b>	<b>100</b>

Source: Field Data (2025)

Table 2 shows the level of teachers’ job performance in public upper basic education schools in Kano Metropolis, Nigeria. From the table, 8 out of the 27 principals representing 29.6% indicated that teachers have low level of job performance with range of scores (16-39), while 19 of the principals representing 70.4% shows that teachers have high level of job performance with range of scores (40-64). This implies that majority of the principals indicates that teachers’ have significant higher level of job performance scores of 19 (70.4%) compared to those, with lower level of job performance score of 8 (29.6%). Thus, the principals rate their teachers high in stating



appropriate instructional objectives clearly, prepare relevant instructional materials suitable to the lesson objectives, teachers have the ability to deliver the content matter effectively, employ appropriate evaluation techniques to determine the extent of realizing lesson objectives, they maintain discipline of student’s undesirable behaviour, teachers reward system are regularly in place to reinforce good performance or conduct, maintain good sitting arrangement of students, they teach students in a well-managed classrooms, use appropriate instructional materials, use appropriate teaching methods, write daily lesson plan regularly, lesson notes are up to date and relevant to the syllabus, they are up to date with marking students register, keep records of students’ academic performance up to date, involved in extracurricular activities of students and are punctual to school regularly.

**Test of Hypothesis**

**Hypothesis One**

There is no significant difference between teachers’ job performance mean scores of those whose classes are visited to high extent by principals and those visited to low extent in public upper basic schools in Kano Metropolis, Nigeria.

**Table 3**  
**Job Performance Mean Scores of Teachers’ Whose Classes are Visited to High Extent by Principals and those Visited to Low Extent**

Principals’ Supervisory Status	N	Mean Job Performance of Teachers		t	Df	P- value	Decision
			SD				
High Extent of Classroom visitations	143	35.91	5.38	26.16	173	0.000	Significant
Low Extent of Classroom visitations	32	35.81	2.68				

**Source: Field Data (2025)**

Table 3 shows the t-test result on the difference between job performance mean scores of teachers whose classes were visited to high extent by principals and those visited to low extent in public upper basic education schools in Kano Metropolis. Teachers whose classes are visited to high extent have a mean score of 52.91 and a standard deviation of 5.38, while those classes visited to low extent have a mean score of 35.81 and a standard deviation of 2.68. The result also yielded  $t(173) = 26.16, p < 0.05$ , since the p-value of 0.000 is less than 0.05 level of significance, the null hypothesis was rejected. It was concluded that there is a statistically significant difference between job performance mean scores of teachers whose classes are visited to high extent and those whose classes visited to low extent in public upper basic education schools in Kano Metropolis, Nigeria.

**5. DISCUSSION OF FINDINGS**

The study revealed that there is a significant difference between job performance mean scores of teachers whose classes are visited to high extent and those whose classes visited to low extent in public upper basic education schools in Kano Metropolis. The finding of this study is in accordance with the view of Yosief, Okemasisi, and Paulos (2022) who found out that in high-performing schools, head-teachers practiced classroom visitation activities better than those in poorly performing schools, thus the reason for low performance in some public junior schools in Keren Sub-zone. Elujekwute, Shir, and Elujekwute (2021) collaborated this finding who revealed that classroom visitations technique has an implication on the appropriate instructional methodology adopted by the teachers, makes teachers to adequately plan their lesson before coming for instructional delivery in schools. More so, principals’ classroom visitations technique helps teachers to improve in classroom management for effective instructional delivery.

The study further revealed that teachers’ have significant higher level of job performance in public upper basic education schools in Kano Metropolis, Nigeria. This is in line with a study by Emikpe and Ileuma (2024) who found that there is a very high level of work performance in the administrative activities of teachers at public secondary schools in Southwest Nigeria, while that of private secondary schools in Southwest Nigeria is high. Teachers in public secondary schools in Southwest Nigeria have very high levels of work performance (instructional), while teachers at private secondary schools in Southwest, Nigeria have very high levels of work performance (instructional). Similarly, this finding is supported by Altunova and Kalman (2020) who explored the factors affecting classroom teachers’ job performance, the results indicated that organizational, managerial, and systemic factors had both negative and positive effects on teacher performance. Besides general professional competencies, students’ readiness level and teachers’ mastery of course content were reported to have impacts on classroom teachers’ job performance.



## 6. CONCLUSION

Based on the findings of this study, it has been established that principals' classroom visitations supervisory techniques significantly affect teachers' job performance whose classes are visited to high extent than those whose classes visited to low extent in public upper basic education schools. The study also concluded that teachers' have significant higher level of job performance in public upper basic education schools in Kano Metropolis, Nigeria.

## 7. RECOMMENDATIONS

Based on the study's findings, the following recommendations are made:

1. Public upper basic education school principals should prioritize classroom visitations to encourage and assist teachers in adopting best teaching practices, thereby enhancing teachers' job performance and effective instructional delivery.
2. School administrators, in collaboration with the State Universal Basic Education Board (SUBEB), should be organising capacity building programmes to keep principals and teachers updated on contemporary school management practices. This will enhance job performance, instructional improvement, and quality instructional delivery. Similarly, principals should recognize and commend teachers whose job performance has positively impacted the school's tone and students' learning outcomes, fostering a culture of excellence and motivation.

## REFERENCES

1. Akporehe, D. A., & Asiyai, R. I. (2023). *Principals' managerial skills and teachers' job performance: evidence from public secondary schools in Delta State, Nigeria*, *European Journal of Education and Pedagogy*, 4(3), 78-84 DOI:<http://dx.doi.org/10.24018/ejedu.2023.4.3.591>
2. Altunova, N., & Kalman, M. (2020). *Factors affecting classroom teachers' job performance: a qualitative-dominant analysis with Q-sorting*. *Research in Pedagogy*, 10(2), 285-312
3. Arop, F. O., Owan, V. J., & Ekpong, M. A. (2020). *School hazards management and teachers' job effectiveness in secondary schools in Ikom Local Government Area, Cross River State, Nigeria*. *International Journal of Education and Evaluation*, 9(4), 38-49.
4. Comighud, S. M. T., Futalan, M. C. Z., & Cordevilla, R. P. (2020). *Instructional supervision and performance evaluation: a correlation of factors*. UBT International Conference. 193. Retrieved September, 13<sup>th</sup> 2023 from [https://knowledgecenter.ubt-uni.net/conference/2020/all\\_events/193](https://knowledgecenter.ubt-uni.net/conference/2020/all_events/193)
5. Ekpoh, U. I., & Eze, G. S. (2015). *Principals' supervisory techniques and teachers' job performance in secondary schools in Ikom Education zone, Cross River State, Nigeria*. *British Journal of Education*, 3(6), 31-40 Retrieved July, 20<sup>th</sup> 2016 from <http://www.eajournals.org/wp-content/uploads/principal---supervisory-techniques-job-performance-in-secondary-schools-in-ikom-education-zone-cross-river-state-nigeria.pdf>
6. Elujekwute, E. C., Shir, J. N., & Elujekwute, L. A. (2021). *principal's supervisory technique as correlate of teachers' job performance in public secondary schools in Zone 'C' Senatorial District of Benue State, Nigeria*. *Sapientia Foundation Journal of Education, Sciences and Gender Studies (SFJESGS)*, 3(2), 201 – 223
7. Emengini, B., Omenyi, A. S., & Nwankwo, C. A. (2020). *Organizational culture as correlate of teachers' job performance and attitude to work in secondary schools in Anambra State Nigeria*, *New Journal of African Studies*, 16(1), 30-61 Retrieved June, 22<sup>nd</sup> 2023 from <http://dx.doi.org/10.4314/og.v16i1.3>
8. Emikpe, Q. A. & Ileuma, S. E. (2024). *Influence of workload on job performance among secondary school teachers in southwest, Nigeria*. *Journal of Capital Development in Behavioural Sciences*, 12(1), 34-65 Retrieved August, 18<sup>th</sup> 2024 from <https://journals.lcu.edu.ng/index.php/JCDBS/article/download/350/243/496>
9. Federal Republic of Nigeria. (2014). *National Policy on Education (6<sup>th</sup> ed.)*. Lagos: NERDC Press
10. George, B. (2023). *Principals' clinical supervision and school discipline in public secondary schools in South-South Geopolitical Zone, Nigeria*. *International Journal of Education and Research*, 11(5), 57-74 Retrieved June, 17<sup>th</sup> 2023 from [https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.ijern.com/journal/2023/May2023/06.pdf&ved=2ahUKEwjp4ZODsr\\_AhVgTEEAHTyZBiMQFnoECA4AQ&usg=AOvVaw3\\_B5D8r6RI-Ng98ltqhmwS](https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.ijern.com/journal/2023/May2023/06.pdf&ved=2ahUKEwjp4ZODsr_AhVgTEEAHTyZBiMQFnoECA4AQ&usg=AOvVaw3_B5D8r6RI-Ng98ltqhmwS)
11. Malunda, P., Onen, D., Musaazi, J., & Oonyu, J. (2016). *Instructional supervision and the pedagogical practices of secondary school teachers in Uganda*. *Journal of Education and Practice*, 7(30), 177-187
12. Mohammed, S. (2016). *The principals' supervisory roles for quality and effective school administration of basic education schools in Nigeria*. In Ogunsaju, S. (Ed). *Educational supervision: perspective and practice in Nigeria*. Ibadan: University Press. *Proceedings of International Society for Engineers and Researchers (ISER) 18<sup>th</sup> International Conference, Dubai, United Arab Emirate*, 19-28
13. Mutiso, K. B., Kirim, F., & Itegi, F. (2020). *Effects of principals' instructional supervisory practices on students' academic performance in public secondary schools in Machakos County, Kenya*, *International Journal of Advance Research*, 8(3):621-631 Retrieved June, 22<sup>nd</sup> 2023 from <https://dx.doi.org/10.21474/IJAR01/10673>
14. Nnebedum, C., & Akinfolarin, A. V. (2017). *Principals' supervisory techniques as correlates of teachers' job performance in secondary schools in Ebonyi State, Nigeria*, *International Journal for Social Studies*, 3(10), Retrieved February 20<sup>th</sup> 2023 from <https://edupediapublications.org/journals>



15. Nwankwoala, H. N. L. (2020). *Instructional supervision and teachers' job performance in public senior secondary schools in Rivers State*, *International Journal of Institutional Leadership, Policy and Management*, 2(4), 855-877
16. Omobonike, U. O., Enyi, D., & Ogbu, J. I. (2023). *Principals' administrative competencies and students' academic performance in public secondary schools in Ebonyi State*, *Unizik Journal of Educational Research and Policy Studies*, 5(3), 30-44 Retrieved August, 19<sup>th</sup> 2023 from <http://sjifactor.com/passport.php?id=21363>
17. Owan, V. J., Johnson, A. J., Osim, R. O., Anagbogu, G. E., Otu, B. D., Undie, S. B., Ogabor, J. O., Apie, M. A., & Ekere, S. C. O. (2023). *School-based supervisory practices and teachers' job effectiveness using bootstrapping in covariance-based structural equation modelling*, *Cogent Education*, 10(1), 2168406, Retrieved March, 5<sup>th</sup> 2023 from <https://doi.org/10.1080/2331186X.2023.2168406>
18. Pont, B. (2020). *A literature review of school leadership policy reforms*. *European Journal of Education*, 55(2), 154-168.
19. Sergiovanni, T., & Robert, J. (2009). *Supervision in human perspectives (2nd ed.)*. New York: McGraw Hill.
20. Wagbara, C. D. (2023). *Principals' supervisory techniques as predictors of school administration in secondary schools in Rivers State*. *Unizik Journal of Educational Management and Policy (UJOEMP)*, 5(1), 250-260 Retrieved August, 16<sup>th</sup> 2023 from <https://journals.unizik.edu.ng/index.php/ujoemp/article/view/2180>
21. Yosief, Y. T., Okemasisi, K. & Paulos, W. M. (2022). *Establishing how head-teachers' classroom visitation practice influences students' performance in public junior schools in Keren Sub-Zone, Eritrea*. *European Journal of Education Studies*, 9(6), 150-172
22. Zepeda, S. J. (2014). *The principal as instructional leader: A handbook for supervisors (2nd ed.)*. Routledge. Retrieved April, 10<sup>th</sup> 2023 from <https://www.taylorfrancis.com/books/mono/10.4324/9781315853833/principal-instructional-leader-sally-zepeda>