

CLASSROOM VISITATION AND WORKSHOP TECHNIQUES AS PREDICTORS OF TEACHERS' PRODUCTIVITY IN SECONDARY SCHOOLS IN KWARA STATE

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Abstract

The study investigated principals' classroom visitation and workshop technique as predictors of teachers' productivity in secondary schools in Ilorin South Local Government Area. The study which employed a descriptive survey identified two principals' supervisory techniques which were classroom visitation, and workshop techniques. Four objectives, two research questions and two null hypotheses were raised for the study. The population consisted of 1,258 principals and teachers in senior secondary schools in Ilorin South Local Government, Kwara State. 330 respondents, which included 24 principals, and 306 teachers were selected using multistage sampling technique. Two set of questionnaires titled "Principal Supervisory Techniques Questionnaire (PSTQ) and Teachers Productivity Questionnaire (TPQ)" were designed for the study. The reliability of the instrument was ascertained using the Cronbach Alpha method to obtain the r-coefficient of 0.83. The research questions were analysed using descriptive statistics of mean and standard deviation. Linear Regression was used to test the null hypotheses of the study at 0.05 level of significance. The findings of the study revealed that principals' classroom visitation techniques used in public secondary schools involved engagement in collaborative discussions with teachers, visitation to identify professional development needs of teachers, classroom observation on instructional practices, and students' engagement. The findings also revealed that principals' supervisory techniques (classroom visitation, workshop and demonstration techniques) significantly influenced teachers' productivity in public secondary schools. It was concluded therefore that principals' classroom visitation and workshop techniques can sustain high levels of teacher productivity, ultimately improving the quality of education in public secondary schools. Based on the findings, three recommendations were proposed, among which were that

principals should prioritize regular and structured classroom visitations to observe teaching practices, engage in collaborative discussions with teachers, and identify professional development needs of teachers.

Keywords: Classroom Visitation, Workshops, Teachers' Productivity, Collaborative Discussions, Professional Development

Introduction

Teachers are mentors, motivators, and the key drivers of educational outcomes, as their knowledge, skills, and instructional methods play critical role in shaping the quality of education students receive, thereby contributing significantly to the success of the education system as a whole. It is believed that productive teachers ensure that students grasp concepts effectively, stay engaged in learning, and develop critical thinking skills. Moreover, teachers' productivity contributes to the overall efficiency and success of the school system, fostering a positive learning environment, promoting academic excellence, and preparing students to contribute meaningfully to society. Without productive teachers, the goals of education and students' development cannot be fully realised (Ayeni, 2018).

This study focuses on two categories of principals' supervision techniques which include: principals' classroom visitation and workshop technique. Principals' classroom visitation is the process by which the principals visit teachers in their classrooms to observe their teaching methods and strategies employed for delivering instruction. This practice allows principals to gain insight into the effectiveness of instructional techniques, assess students' engagement, and provide feedback to enhance teaching quality within the schools (Gómez-Hurtado et al., 2018). When principals adopt these techniques, teachers are offered constructive feedback concerning their instructional techniques to enhance their effectiveness in the classroom. Without a doubt, this type of technique could encourage teachers to engage students' actively in participating in the learning process.

Workshop technique is a valuable strategy for instructional supervision adopted by a supervisor to bring teachers and subject specialists together to exchange ideas and share teaching experiences in order to acquire knowledge and skills to meet current and emerging demands of teaching profession. This technique is significant because it allows principals to offer opportunities to teachers to develop and refine specific skills related to curriculum delivery, classroom management, assessment techniques, and technology integration (Mardiah et al, 2022). These techniques allow the teachers to observe principals and understand how to present specific facts and perform tasks or apply knowledge in a practical context. Aside from this, it could enable teachers to connect theoretical knowledge to real-life scenarios, thereby, helping students to understand the relevance of what they are learning.

Secondary schools are established to train students to contribute to the economic, political and socio-cultural well-being of their country. A visit to secondary schools in Ilorin South Local Government Area by the researcher revealed that principals tend to allocate the most of their official hours to administrative duties, often at the expense of the supervision process and programs. This focus on administration seems to hinder the achievement of the core objectives of secondary education. Onuma (2019) observed that there are public outcries, reports and comments in print and electronic media alleging fallen standards of education in public education. This reveal that internal supervision is probably not effectively carried out by school principals and irregular supervision of teachers could adversely affect their job productivity. It could therefore be assumed that an important factor responsible for the non-

attainment of the overall purpose of secondary school is the inadequate supervision of staff. Usually, school effectiveness is often linked with principals' roles and responsibilities at facilitating teachers' performance and aiding school effectiveness. This informed the need for this study.

Ekpoh and Eze (2015) observed that classroom visitation and peer observation improve teaching methodologies adopted by the teachers, and that teachers who observed their experienced colleagues in their teaching methodology learned much about teaching procedure, which helped them in becoming more effective teachers while improving their self-awareness on the job. They also found that principals' workshop technique had significant impact on teachers' job performance in public secondary schools in Zone 'C' Senatorial District of Benue State-Nigeria. Classroom visitation technique is a fundamental approach to instruction in which the principal makes purposeful trips to the learning premises to examine learning activities. In the study of Onyango (2018), it was indicated that pedagogical supervision, such as class visits, conferencing, and instructor observation, has a considerable impact on students' academic performance.

Also, Saleh et al. (2019) indicated that classroom visitation is perceived as observation, which is a supervisory strategy adopted by principals to assess the teacher during the course of instructional delivery, taking into account their mastery of the subject matter, application of teaching strategies and aids, classroom management and organization, among others. According to Ezeocha (2014), classroom visitation technique deals with the observation of facts in teaching and learning situation. Through classroom visitation, the principal (supervisor) solves educational problems, which may add to his professional knowledge and growth as well as of the teachers in the school. The study of Saleh et al. (2019) determined the influence of principals' classroom visitation on teachers' pedagogical practices in public secondary schools in Bauchi State, Nigeria. The findings of the study revealed that majority of the principals in public secondary schools in Bauchi State did not execute procedural lesson observation. Also, most principals did not provide teachers with feedback on observed instructions. Furthermore, regression analysis of results, revealed that the principals' classroom visitation had a statistically significant effect on teachers' pedagogical practices in public secondary schools. Edo and David (2019) examined the influence of school supervision strategies on teachers' job performance in senior secondary schools in Rivers State. Their findings indicated that both teachers and principals perceived that classroom visitation contributed, to a very high extent, to teachers' job performance.

Edo and David also found that there was no significant difference in the mean responses of teachers and principals on the extent to which classroom visitation influenced teachers' job performance in the study area. Equally, Elizabeth et al. (2023) conducted a study to assess principal's administrative skills in relation to workshops and teachers' productivity in public senior secondary schools in Alimosho Local Government Area of Lagos State, Nigeria. A survey research design was adopted. Three hundred and three (303) respondents participated in the study. Multi-stage sampling technique was employed to select the sample size from the population of study. The study showed that the level of teachers' productivity was high, encouraging and satisfactory; majority of the principals use supervisory skills, followed by communication skills, and motivational skills. A significant relationship was found between the principals' administrative skills through professional development programs, workshops, and networking and productivity of teachers.

Students' poor academic performances in schools can be attributed to the lack of proper supervisory techniques by principals. These constitute a big problem in the attainment of educational goals in Ilorin South Local Government Area. This is likely an indication that

principals in Ilorin South Local Government secondary schools seem to prioritise administrative duties over instructional supervision, neglecting to provide professional guidance that could improve teachers' instructional delivery and productivity.

It is in the light of this unpleasant situation that this study seek to fill the critical gap in the existing literature, by examining principals' classroom visitation and workshop techniques as predictors of teachers' productivity in Ilorin South Local Government public secondary schools in Kwara State, Nigeria. By offering practical recommendations, the research aims to contribute to the ongoing discourse on educational leadership and teacher productivity, fostering improvements in the quality of education within Ilorin South Local Government Area of Kwara State.

Purpose of the Study

The main purpose of this study is to investigate the influence of principals' classroom visitation and workshop techniques on teachers' productivity in secondary schools in Ilorin South Local Government, Kwara State. Specifically, the purposes of the study are to find out:

1. the techniques used by principals for classroom visitation in secondary schools in Ilorin South Local Government, Kwara State, Nigeria.
2. how principals' engage in workshop technique, exchange ideas and experiences in public secondary schools in Ilorin South Local Government, Kwara State, Nigeria.
3. the influence of principals' classroom visitation technique on public secondary school teachers' productivity in Ilorin South Local Government, Kwara State, Nigeria.
4. the influence of principals' workshop technique on public secondary school teachers' productivity in Ilorin South Local Government, Kwara State, Nigeria.

Research Questions

The following research questions were raised to guide the study:

1. What techniques are used by principals for classroom visitation in public secondary schools, in Ilorin South Local Government, Kwara State, Nigeria?
2. How does principals' workshop technique share experiences with teachers in public secondary schools in Ilorin South Local Government, Kwara State, Nigeria?

Research Hypotheses

In line with the purposes of the study, the following null hypotheses were formulated for this study and were tested at 0.05 level of significance.

Ho1: There is no significant Influence of principals' classroom visitation technique on public secondary school teachers' productivity in Ilorin South Local Government, Kwara State, Nigeria.

Ho2: There is no significant influence of principals' workshop techniques on public secondary school teachers' productivity in Ilorin South Local Government, Kwara State, Nigeria.

Methodology

Descriptive survey design was adopted for the study. The population of the study consisted of 1,258 principals and teachers in public senior secondary schools in Ilorin South Local Government Area of Kwara State. The sample for this study consisted of 330

respondents, comprising 24 principals and 306 teachers, using a multistage sampling technique. Structured questionnaires, tagged Principal Supervisory Techniques Questionnaire (PSTQ) and Teachers Productivity Questionnaire (TPQ), designed by the researcher and duly validated, was used for data collection. The instrument has a Cronbach alpha reliability of 0.83. The researcher and two research assistants administered 330 copies of the questionnaire, and all the copies were retrieved, making 100% return rate, which was used for the analysis. The data collected to answer the research questions were analysed using mean and standard deviation while the hypotheses were tested using Linear Regression.

Data Analysis and Results

Research Question 1: What techniques are used by the principals for classroom visitation in public secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria?

Table 1

Mean and standard deviation of responses on the principals' classroom visitation technique in public secondary schools

Item Statements	\bar{X}	SD	Remark
1. The principal conducts scheduled classroom observations.	3.19	0.75	Agreed
2. Constructive feedback by the principal enhances the teacher's job performance.	3.14	0.69	Agreed
3. Classroom visitation by the principal improve productivity.	3.02	0.46	Agreed
4. The Principals' Classroom observation on instructional practices and student engagement, improves the teachers' productivity.	3.27	0.64	Agreed
5. The principals' diverse range of observations on teachers and subjects during classroom visits, enhances teachers' productivity.	3.19	0.74	Agreed
6. Principals' visitations help to identify professional development needs of teachers, enhancing teachers' productivity.	3.18	0.86	Agreed
7. The principals' recommendations for improvement enhance teacher's productivity.	3.37	0.87	Agreed
8. Principals' engagement in collaborative discussions with teachers, aid teacher's productivity.	3.46	0.67	Agreed
Weighted average	3.23	0.71	Agreed

Source: Field Survey, 2025

Analysis of data in Table 1 shows the mean scores and standard deviations of responses regarding the principals' classroom visitation techniques used in public secondary schools in Ilorin South Local Government Area of Kwara State. The table reveals that respondents unanimously agreed to all the item constructs as the mean scores of the responses for the items were very high. All eight items had standard deviations ranging from 0.46 to 0.87. This means that the responses of the respondents were not widespread as they are close to their respective mean scores. Data in Table 1 shows a calculated weighted average mean and standard deviation of 3.23 and 0.71, which indicates agreed. This means that all the constructs were principals' classroom visitation techniques in public secondary schools. This implied that principals' classroom visitation techniques in public secondary schools involves engagement in collaborative discussions with teachers, visitation to identify professional development needs of teachers, classroom observation on instructional practices, and students engagement, among others.

Research Question 2: How does principals’ workshop technique share experiences with teachers in public secondary schools in Ilorin South Local Government, Kwara State, Nigeria?

Table 2

Mean and standard deviation of responses on the principals’ workshop technique in public secondary schools

S/N	Item Statements	\bar{X}	SD	Remark
1.	The principal provides clear expectations for teacher’s performance.	3.20	0.83	Agreed
2.	The principals advocate for policies and practices that enhance teacher’s professional growth.	3.28	0.77	Agreed
3.	The principal utilizes dates and evidence to inform decisions related to teachers’ productivity.	3.44	0.77	Agreed
4.	The principal encourages professional development opportunities toward teachers’ productivity.	3.36	0.72	Agreed
5.	Provision of teaching materials enhances teacher’s productivity	3.09	1.02	Agreed
6.	The principal promotes a positive school culture that values teaching excellence.	3.11	0.94	Agreed
7.	Principals’ facilitation of collaborative learning among teachers aid productivity.	3.59	0.59	Agreed
Weighted average		3.30	0.81	Agreed

Source: Field Survey, 2025

Analysis of data in Table 2 shows the mean scores and standard deviations of responses regarding how principals’ workshop technique shares experiences with teachers in public secondary schools in Ilorin South Local Government, Kwara State. The table reveals that the respondents agreed to all the constructs as the mean of the responses for the items were very high. All seven items had standard deviations ranging from 0.59 to 1.02. This means that the responses of the respondents were not widespread as they are close to their respective mean scores. Data in Table 2 shows a calculated weighted average mean and standard deviation of 3.30 and 0.81, which indicates agreement. This means that all the constructs were principals’ workshop techniques, used to share experiences with teachers in public secondary schools. This implied that principals’ workshop techniques used in public secondary schools promote, collaborative learning among teachers, utilize dates and evidence to inform decisions related to teachers’ productivity and encourage professional development opportunities toward teachers’ productivity, among others.

Ho1: There is no significant Influence of principals’ classroom visitation technique on teachers’ productivity in public secondary schools in Ilorin South Local Government, Kwara State, Nigeria.

Table 3

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.574a	.329	.299	.38217

a. Predictors: (Constant), Classroom visitation technique

Source: SPSS output, 2025

From the regression analysis result shown in table 3, it was found that R value is 0.574, R square (0.329), adjusted R square (0.299) and the standard error of estimate is 0.38217. The large value of R indicates a stronger relationship between the observed and predicted values of the variables. The R value depicts that classroom visitation technique influence teachers’ productivity by (57.4%). This implies that the proportion of variation in the dependent variable is explained by the regression model. The value of R-square (32.9%) indicated that the model properly fits the data. More so, the value of adjusted R (29.9%) showed that the value of R square closely reflected the goodness of fit of the model in the population. Thus, this is a reflection that, classroom visitation technique statistically and significantly influenced teachers’ productivity.

Table 4
ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.576	1	1.576	10.788	.003
	Residual	3.213	22	.146		
	Total	4.789	23			

a. Dependent Variable: Teachers’ Productivity

b. Predictors: (Constant), Classroom visitation technique

Source: SPSS output, 2025

Table 4 presents the analysis of variance (ANOVA) Table which tests the significance or otherwise, of the fit of the model. The F calculated is 10.788, and the observed probability value is 0.003 which is less than the fixed probability value of 0.05 ($P < 0.05$). This indicated that the null hypothesis was rejected. This implied that principals’ classroom visitation significantly influenced teachers’ productivity in public secondary schools in Ilorin South Local Government Area, Kwara State.

Table 5
Coefficients

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	.532	.845		.630	.535
	Classroom visitation technique	.893	.272	.574	3.285	.003

a. Dependent Variable: Teachers’ Productivity

Source: SPSS printout, 2025

Results obtained from table 5 reveal that the magnitude of the beta coefficient for a functional clue is statistically significant at 5% for the total sample. The result implies that the magnitude of beta coefficient for the classroom visitation statistically is significant at 5% for the total sample. The result shows that classroom visitation increases teachers’ productivity by 57.4%. The analysis of this result implies that principals’ classroom visitation significantly influenced teachers’ productivity in public secondary schools in Ilorin South Local Government Area, Kwara State.

Ho2: There is no significant influence of principals’ workshop technique on public secondary school teachers’ productivity in Ilorin South Local Government, Kwara State, Nigeria.

Table 6

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.947a	.898	.893	.14923

a. Predictors: (Constant), Workshop technique

Source: SPSS output, 2025

From the regression analysis result shown in table 6, it was found that R value is 0.947, R square (0.898), adjusted R square (0.893) and the standard error of estimate is 0.14923. The large value of R indicates a strong relationship between the observed and predicted values of the variables. The R value depicts that workshop technique influenced teachers’ productivity by (94.7%). This implies that the proportion of variation in the dependent variable is explained by the regression model. The value of R-square (89.8%) indicated that the model properly fits the data. More so, the value of adjusted R (89.3%) showed that the value of R square closely reflected the goodness of fit of the model in the population. Thus, this is an accurate reflection that, workshop technique statistically and significantly influenced teachers’ productivity.

Table 7: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.299	1	4.299	193.031	.000
	Residual	.490	22	.022		
	Total	4.789	23			

a. *Dependent Variable: Teachers' Productivity*

b. *Predictors: (Constant), Workshop technique*

Source: SPSS output, 2025

Table 7 presents the analysis of variance (ANOVA) Table which tests the significance or otherwise of the fit of the model. The F calculated is 193.031, and the observed probability value is 0.000, which is less than the fixed probability value of 0.05 ($P < 0.05$). This indicated that the null hypothesis was rejected. This implied that principals' workshop technique significantly influenced teachers' productivity in public secondary schools in Ilorin South Local Government, Kwara State.

Table 8

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.702	.189		3.716	.001
	Workshop technique	.802	.058	.947	13.894	.000

a. *Dependent Variable: Teachers' Productivity*

Source: SPSS printout, 2025

Results obtained from Table 8 reveal that the magnitude of the beta coefficient for a functional clue is statistically significant at 5% for the total sample. The result implies that the magnitude of beta coefficient for principals' workshop technique statistically is significant at 5% for the total sample. The result shows that principals' workshop technique increases teachers' productivity by 94.7%. The analysis of this result implies that principals' workshop techniques significantly influenced teachers' productivity in public secondary schools in Ilorin South Local Government Area, Kwara State.

Discussion of Findings

The study found that principals' classroom visitation used in public secondary schools are; engagement in collaborative discussions with teachers, visitation to identify professional development needs for teachers, classroom observation on instructional practices, and students engagement. This means that principals' classroom visitation, through collaborative discussions, identifying professional development needs, and observing instructional practices, significantly relate to teachers' productivity. This aligns with earlier study by Adeyemi (2018), who found that regular classroom visitations foster a supportive environment for teachers, enabling them to improve their instructional methods. Collaborative discussions during visitations allow principals to provide constructive feedback, which enhances teachers' confidence and effectiveness (Olatunji & Ajayi, 2020). Additionally, identifying professional development needs ensures that teachers receive

targeted training, directly impacting their productivity. These findings indicate the importance of principals' adoption of a hands-on approach to supervision, as it creates a culture of continuous improvement and accountability in schools. The study also found that principals' workshop techniques used in public secondary schools are; collaborative learning among teachers, utilizing data and evidence to inform decisions related to teachers' productivity, and encouraging professional development opportunities toward teachers' productivity. This indicates that principals' workshop techniques, including collaborative learning, data-driven, decision-making, and encouraging professional development, are used to boost teachers' productivity. This is consistent with the findings of Akinfolarin and Ehinola (2019), who emphasized that workshops provide platforms for teachers to share best practices and learn new strategies. Collaborative learning fosters teamwork, while data-driven decisions ensure that interventions are tailored to teachers' needs. Furthermore, professional development opportunities, such as training sessions and seminars, equip teachers with modern pedagogical skills, enhancing their effectiveness in the classroom. These techniques not only improve teachers' competence; but also motivate them to perform better, ultimately leading to higher productivity levels in schools.

The study found that Principals' classroom visitation significantly influenced teachers' productivity in public secondary schools. This finding is consistent with the work of Oduwaiye and Olatunde (2019), who emphasized that regular classroom visitations create opportunities for principals to observe teaching practices and provide immediate feedback. Such interactions help teachers refine their instructional methods and address challenges in real time. In addition, collaborative discussions during visitations foster a sense of partnership between principals and teachers, which enhances teachers' morale and commitment to their work. This aligns with the findings of Adeyemi (2018), who noted that supportive supervision improves teachers' confidence and effectiveness. By identifying professional development needs during visitations, principals ensure that teachers receive targeted training, further boosting their productivity. These findings highlight the critical role of classroom visitations in creating a conducive environment for teacher growth and improved performance. The study also found that principals' workshop techniques significantly influenced teachers' productivity in public secondary schools. This means that by organizing regular workshops, principals not only improve teachers' competence but also foster a culture of continuous learning and innovation, which directly impacts productivity levels in schools. This finding is supported by Akinfolarin and Ehinola (2019), who found that workshops provide platforms for teachers to engage in collaborative learning and share best practices. Workshops that focus on data-driven decision-making enable teachers to identify areas for improvement and implement evidence-based strategies in their classrooms. Also, professional development opportunities offered during workshops equip teachers with modern pedagogical skills, enhancing their ability to deliver high-quality lessons. This is in line with the work of Okorie and Onyeike (2021), who argued that continuous professional development is essential for maintaining high teacher productivity.

Conclusion

The study concluded that classroom visitations foster collaborative discussions, identify professional development needs, and provide constructive feedback, all of which enhance teachers' instructional practices. Workshops, on the other hand, promote collaborative learning, data-driven decision-making, and professional development opportunities, equipping teachers with modern pedagogical skills and boosting their confidence. The study concluded that principals' classroom visitation and workshop techniques can sustain high levels of teacher productivity, ultimately improving the quality of education in public secondary schools.

Recommendations

The following recommendations were made in line with the conclusion and the findings:

1. Principals should prioritize regular and structured classroom visits to observe teaching practices, engage in collaborative discussions with teachers, and identify professional development needs.
2. School administrators should organize regular workshops that focus on collaborative learning, data-driven decision-making, and professional development. These workshops should address contemporary teaching strategies and provide teachers with opportunities to share best practices.
3. Principals should ensure that workshop content is tailored to the specific needs of teachers, equipping them with the skills and knowledge necessary to improve their productivity and effectiveness in the classroom.

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