

Assessing the Correlation Between Principal's Visitation Techniques and Quality of School Records in Secondary Schools in Gwadabawa Educational Zone, Sokoto State, Nigeria

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Abstract: *This study investigated principal's visitation techniques and quality school records in Secondary Schools in Gwadabawa Educational Zone, Sokoto State, Nigeria. The study hinged on Systems Theory. Population of the study consisted of 681 participants and Research Advisors (2006) was used to select 120 out of 681. Two Self-constructed questionnaires titled Principal Visitation Techniques Questionnaire (PVTQ), and second instrument is Observation Inventory on Quality of School Records inventory (QSRI) were used to collect data. Face and Content validity of the research instruments were done by experts. The research instruments were subjected to test-re-test method of reliability. An index of 0.78 was obtained for the questionnaire reliability. The inventory was tested for reliability using Cronbach Alpha. A reliability index of 0.81 was established for the inventory. Descriptive statistics was used to answer research questions while Pearson Product Moment Correlation was used to test corresponding hypotheses were tested at 0.05 level of significance. The study revealed that there is quality school's record in Secondary Schools in Gwadabawa Educational Zone, Sokoto State. The result also showed that principal's visitation techniques have positive relationship on quality of school's record in secondary schools in Gwadabawa Educational Zone, Sokoto State. The study recommended that Education authorities and school management should*

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encourage principals to enhance their observation techniques as they have a direct positive impact on the quality of school records. Training on effective observation methods can help principals identify areas that need improvement and ensure records are accurate and up to date. Principals should prioritize regular school visitations, as these have shown a strong positive relationship with the quality of school records. These visitations should include reviewing record-keeping processes to ensure adherence to standards and addressing any lapses.

Keywords: supervisory techniques, principal's visitation techniques, school records, quality school records,

INTRODUCTION

Over the years, the directorate of inspection is saddled with responsibility of ensuring quality in secondary school. However, the direct challenges by principals are entrusted with the task of instructional supervision within the schools. Several scholars, authors and stakeholders of education have discussed and made recommendations on improvement and maintenance of quality education, they recommended that instructional supervision is undertaken in the schools, should be by trained qualified and experienced personnel. The Principals of schools were mandated amidst many other responsibilities to carry out instructional supervision in their schools. Principals have been legitimately entrusted with the task of managing schools in order to achieve the educational goals. Instructional supervision requires that principals focus mainly on the teaching staff who implement curriculum directly through instructions. Principal therefore ought to give instructional supervision special place in their discharge of duties.

Principals visitation in schools is very important and as a result only those teachers, who are trained, qualified, experienced and of high professional integrity should be promoted to the rank of principals. The principals visitation technique of the principal provides quality of school records and this will improve the quality education in the schools. The purpose of principals visitation technique is to improve the quality of school record, principals have been assigned instructional supervisory activities to ensure quality standard of education. The activities involve improving teaching and learning developing supervisory strategies executing strategies for improvement; maintaining the school records, improving curriculum and library materials: evaluating students' progress and timetabling (Okumbe, 2017).

The traditional methods of inspection instill fear to teachers and lower their moral (FGN, 2015). Principals therefore ought to be sources of inspiration for school record, teachers and students and this will yield a better outcome in the school instructional supervisory techniques of the principal is a key to the improvement of quality school record in any school and leads to enabling students perform well in their academic achievements. Highlight of the instructional supervision has been made by many educational scholars who are increasingly holding the principals accountable for the results of their students and related records (Zepda, 2016). Poor record keeping is being observed in schools and principals are in schools expected to make a difference in the records are kept through instructional supervision. While there have been many studies carried out on instructional supervision, a little has been done on the relationship between the variable and quality school records, The stakeholders are more and more becoming conscious of the need for the schools to be accountable of the school records. This is exerting pressure on the principals to improve on record keeping. This pressure helps the principals to be keen on carrying out effective instructional supervision to improve the standard of their school records. Principals have to pay attention to the instructional leadership activities that being about effective instructions which lead to academic success of the students. Principals have to relate administrative tasks process by a well-established program

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of supervision which helps to knit together the various activities towards achieving quality school records. Glickman et al (2010) description supervision as a glue of a successful school holds true. As a result of its binding activity it acts as a sensory system and lifeblood of the school.

Statement of the Problem

Ministry of Education is making a lot of effort on improving the principals' visitation in schools, however much still needs to be done. Informal discussion among people in Gwadabawa Educational Zone and related research findings suggests that poor school records in Secondary schools is as a result of ineffective visitation by principals. This assumption from the stakeholders that schools' record in Gwadabawa Education Zone performs poorly as a result of ineffective supervision by principals is not verified. Yet the fact that many school activities are performed poorly is a reality. Poor academic activity raises concerns as to whether principal's visitation skills are effective in schools. Principals are expected to provide effective visitation of instruction services by monitoring, stimulating and consulting with teachers in order to improve quality school record. With these interventions in place it would seem reasonable and indeed necessary, to ask why school records are poorly kept in public secondary schools in Gwadabawa Educational Zone. This study therefore examined the Supervisory techniques of Principals for effective management of school records in Gwadabawa Education Zone of Sokoto State.

Objectives of the Study

The following are specific objectives of the study are;

1. To find out the extent of principals' visitation techniques in Gwadabawa Educational Zone, Sokoto State.
2. To find out the quality of school records in secondary schools in Gwadabawa educational Zone, Sokoto State.
3. To examine the relationship between principals' visitation technique and quality of schools in Gwadabawa educational Zone, Sokoto State.

Research Questions

The following research questions guided the study;

1. What is the extent principals' visitation techniques in secondary schools in Gwadabawa Educational Zone, Sokoto State.
2. What is the quality of school records in secondary schools in Gwadabawa educational Zone, Sokoto State.
3. What is the relationship between principals' visitation techniques and quality of school records in Gwadabawa Educational Zone, Sokoto State.

Null Hypothesis

Based on the research questions a null hypothesis was formulated and tested at 0.05 level of significance.

HO: What is the relationship between principals' visitation technique and quality of schools in Gwadabawa educational Zone, Sokoto State.

REVIEW OF RELATED EMPIRICAL STUDIES

Garba (2020) investigated on principals' classroom visitation and its influence on teacher pedagogical practices in public secondary schools at Bauchi state, Nigeria. The study selected 29 principals, 385 teachers out of the total populations. The study used questionnaire to collect data from the participants,

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the instruments used was principal's instructional supervision strategies questionnaire (PISSQ) and questionnaire for teachers on principals instructional supervision strategies (QTPISS), test re-test method were used to obtained reliability index. The data was analyzed using descriptive statistics and simple linear regression, the analysis of the study revealed that principal's classroom visitation significantly influenced teacher pedagogical practices. The study recommended that procedural lesson observation were areas needing for improvement.

Sule, Fetus, and feyisayo (2018) investigated on principal's classroom visitation, inspection and teacher job performance in Akwa-Ibon state, Nigeria. The study adopted descriptive survey research and used 600 teachers and 3,300 secondary school students as the population of the study. The study used questionnaires to collected data from the participants. The data was analyzed using one way analysis of variation ANOVA, the analysis of the study revealed that principals classroom visitation and inspection strategies significantly influence teacher job performance.

Ezeugo (2020) conducted a study on quality of school records Nigerian secondary schools: A study of Enugu state. The study used survey research design, the populations of the study comprised of Administrators and teachers. The study selected 400 samples as the participants of the study using research advisors (2006) table for determined sample size. The study used questionnaire to collected data from the participants. Test re-test method was used to obtained reliability index of 0.82. The data was analyzed using descriptive statistics and inferential statistic. The study found out that the quality of school records was generally poor with inadequate storage and retrieval systems. The study recommended that school management should invest digital records management system and promote training for staff.

METHODOLOGY

This study adopted a descriptive survey research design of correlational type. The population of the study comprises all the 32 principals and 649 teachers in the 32 state-owned secondary schools in Gwadamawa Education Zone, this gave the total of 681 participants as population of the study. The sample size selection of 433 participants from 681 population of principals and teachers was based on the research advisors (2006) table for determining sample size. The researcher used proportionate sampling technique to select the sample of schools, teachers and principals from each zone and this ensure justifiable representation of the population from each school. The researcher used simple random sampling in distributions of questionnaires to participants.

The instruments were employed to gather data for this study were two (2) set of questionnaires administrated to administrators and lectures. Both the two instruments were research designed questionnaire. The first questionnaire titled; Principals Visitation Technique Questionnaire (PVTQ) which was to collect data on principal's visitation. The PVTQ comprised of only one section that contained 5 items on principal's visitation. All the questions were closed ended questions where participants are restricted to pick one response on the opinion proposed from The questionnaire was weighted on a four (4) point Likert's rating scale for the respondents to make their responses as follows: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The Second questionnaire is titled; Observation Inventory on Quality of School Records (OIQSR) consists of 15 items with rating percentage. The instrument to be weighted on four likert's rating scale for the respondents to make their responses as follows: 1 (25%), 2 (50%), 3 (75%), and 4 (100%).

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In order to ensure validity of the instrument, the designed instrument titled; Principals Visitation Technique Questionnaire (PVTQ) was thoroughly subjected to construct and content validity. The instrument was given to experts. The experts scrutinized the instrument in term of items relevance, clarity and coverage of the subject matter. For instance initially the total number of the items were 10 and 5 were removed and subsequently 5 were modified and reconstructed. Based on the expert's scrutiny, observations and suggestions the researcher affected all the corrections highlighted before final copy was produced. The validity of second instrument, Observation Inventory on Quality of School Records (OIQSR) was determined by the panel of experts in the field who adjudged the instrument to be valid after affecting all the corrections passed by the experts.

The reliability of the instrument was measured using a pilot study was conducted in which the instrument was administrated to principals and teacher of selected secondary schools in, Sokoto State, which are not part of the selected samples but they share similar characteristics. Cronbach's alpha was used to determine the reliability index of 0.78 for Principals Visitation Technique Questionnaire (PVTQ) this makes the instrument reliable for the study. The Observation Inventory on Quality of School Records (OIQSR) reliability index was obtained by researcher through Cronbach's alpha which give index of 0.81. This makes the instrument reliable.

Based on the geographical spread of the population, the researcher employed the services of three research assistants from the selected educational zone. The researcher with the aid of his assistants administrated 120 copies of PVTQ and OIQSR. The method used for data analysis was descriptive and inferential statistics. The researcher used mean and standard deviation in analyzing the data in response to the descriptive three research questions rose for the study. The Pearson Product Moment Correlation (PPMCC) Coefficient statistical tool on the other hand was used to test the null hypothesis and to correlate principal's visitation technique with quality of school record, at 0.05 level of significance as the basis for acceptance or rejection.

Data Presentation and Analysis

In this section three questions were answered and one hypothesis was tested and present in table as fallows.

Research Question One

What is the extent relationship between principals' visitation technique and quality of schools in Gwadabawa educational Zone, Sokoto State.

Table 1: Extent of Principals' Visitation Technique in Secondary Schools in Gwadabawa Educational Zone, Sokoto State

S/N	Statement	SA		A		D		SD	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
1.	Principal uses his visitation techniques on record office	51	42.5	59	49.2	8	6.7	2	1.7
2.	Principal uses his visitation techniques on store	29	24.2	84	70.0	6	5.0	1	0.8
3.	Principal uses his visitation techniques on classroom	41	34.2	70	58.3	9	7.5	0	0
4.	Principal uses his visitation techniques on library	41	34.2	63	52.5	16	13.3	0	0

5.	Principal uses his visitation techniques on laboratory	42	35.0	62	51.7	10	8.3	6	5.0
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Source: Field Survey, 2024

Table 1 presents data on principal's visitation technique in secondary schools in Gwadabawa Educational zone, Sokoto State. Item 1 shows that 42.5% of the respondents strongly agreed that principal uses his visitation techniques on record office, 49.2% of the respondents agreed that principal uses his visitation techniques on record office, 6.7% of the respondents disagreed that principal uses his visitation techniques on record office and 1.7% of the respondents strongly disagreed that principal uses his visitation techniques on record office. Item 2 shows that 24.2% of the respondents strongly agreed that principal uses his visitation techniques on store, 70.0% of the respondents agreed that principal uses his visitation techniques on store, 5.0% of the respondents disagreed that principal uses his visitation techniques on store and 0.8% of the respondents strongly disagreed that principal uses his visitation techniques on store.

Item 3 shows that 34.2% of the respondents strongly agreed that principal uses his visitation techniques on store, 58.3% of the respondents agreed that principal uses his visitation techniques on store, 7.5% of the respondents disagreed that principal uses his visitation techniques on store and 0.0% of the respondents strongly disagreed that principal uses his visitation techniques on store. Item 4 shows that 34.2% of the respondents strongly agreed that principal uses his visitation techniques on library, 52.5% of the respondents agreed that principal uses his visitation techniques on library, 13.3% of the respondents disagreed that principal uses his visitation techniques on library and 0.0% of the respondents strongly disagreed that principal uses his visitation techniques on library. Item 5 shows that 25.0% of the respondents strongly agreed that principal uses his visitation techniques on laboratory, 51.7% of the respondents agreed that principal uses his visitation techniques on laboratory, 8.3% of the respondents disagreed that principal uses his visitation techniques on laboratory and 5.0% of the respondents strongly disagreed that principal uses his visitation techniques on laboratory.

Research Question Two

What is the quality of school records in secondary schools in Gwadabawa educational Zone, Sokoto State?

Table 2: Quality of school records in secondary schools in Gwadabawa educational Zone, Sokoto State

S/N	Items Statement	F	Rating	(\bar{x})	Level	Decision
1	Admission Register	104	87%	5.0	VHQ	Satisfactory
2	School Register	96	80%	5.0	VHQ	Satisfactory
3	Log Book	107	89%	5.0	VHQ	Satisfactory
4	Scheme of Work	115	96%	5.0	VHQ	Satisfactory
5	Records of Work/Diary	107	89%	5.0	VHQ	Satisfactory
6	Visitors Book	101	84%	5.0	VHQ	Satisfactory
7	Punishment Book	106	88%	5.0	VHQ	Satisfactory
8	Students' Academic Record/Dossier	118	98%	5.0	VHQ	Satisfactory
9	Inventory Duty Record Book	118	98%	5.0	VHQ	Satisfactory
10	Announcement Book	112	93%	5.0	VHQ	Satisfactory
11	Transportation and Leaving Certificates	113	94%	5.0	VHQ	Satisfactory
12	Minutes Book	115	96%	5.0	VHQ	Satisfactory
13	Staff Attendance, Register	110	92%	5.0	VHQ	Satisfactory
14	Financial Records	114	95%	5.0	VHQ	Satisfactory

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15	Staff Records	109	91%	5.0	VHQ	Satisfactory
	Mean (\bar{x})	102	85%	5.0	VHQ	Satisfactory

Source: Field Work, 2024

Table 2 indicated the descriptive statistics about Quality of School Records Secondary Schools in Gwadabawa Educational Zone, Sokoto State. It was evidenced from the table that the general opinions of the participants presented by the grand mean scores of 5.0 are greater than the scale mean scores of 3.0 this implies that, Quality of School Records Secondary Schools was very paramount in ensuring the security of student in secondary schools in Kaduna state.

Null Hypothesis

Based on the research questions and objectives of the study, this null hypothesis was formulated and tested at 0.05 level of significance.

H₀: Relationship between principals' visitation techniques and quality of school records in secondary schools in Gwadabawa Educational Zone, Sokoto State.

Table 2: Relationship between Principals' Visitation Techniques and Quality of School Records in Secondary Schools in Gwadabawa Educational Zone, Sokoto State

Variables	N	Mean	Std. Dev	r-cal	p-Value	Decision
Principal Visitation Techniques	120	3.228	0.372	0.721	0.000	Sig
Quality Of School Records	120	3.312	0.245			

From the result of table 2, shows that principal's visitation techniques and quality of school's record are positively related and significant, $r(120) = 0.721$, $p < 0.05$. this indicate significant relationship between relationship between principal's demonstration techniques and quality of school's record in secondary schools in Gwadabawa Educational zone, Sokoto State because the p-value is less than the 0.05 level of significance. Therefore, H₀₂ which state that there is no significant relationship between principal's visitation techniques and quality of school's record in secondary schools in Gwadabawa Educational zone, Sokoto State was rejected.

Summary of Major Findings

Based on the research findings the fallowing findings are summarized;

1. The finding shows that the extent of principal's visitation techniques was high in Secondary Schools in Gwadabawa Educational Zone, Sokoto State
2. The study revealed that there is quality school's record in secondary schools in Gwadabawa Educational Zone, Sokoto State.
3. The study revealed that there is high positive relationship between principal's visitation techniques and quality of school's record in secondary schools in Gwadabawa Educational Zone, Sokoto State

DISCUSSION OF THE MAJOR FINDINGS

In this section of the study, the data presented and interpreted was further discussed. The first findings of the results indicated that the is strongly agreed on opinion of participants of the extent of principal's visitation techniques on quality of school's record in Secondary Schools in Gwadabawa Educational Zone, Sokoto State. The finding agreed with the finding of Garba (2020) who's analysis of the study revealed that principal's classroom visitation significantly influenced teacher pedagogical practices.

The second finding of the results revealed that there is very higher quality on the opinion of participant regarding to the extent of principal's visitation techniques on quality of school's record in Secondary Schools in Gwadabawa Educational Zone, Sokoto State. The finding of this study contradict with the statement of Ezeugo (2020) who found out that quality of school records was generally poor with inadequate storage and retrieval systems.

The third finding of the analysis revealed that there is positive relationship between principal's visitation techniques and quality of school's record in Secondary Schools in Gwadabawa Educational Zone, Sokoto State. The finding of the study collaborated with finding of Sule, Fetus, and Feyisayo (2018) of which the analysis of the study revealed that principals' classroom visitation and inspection strategies significantly influence teacher job performance. The study agreed by the study of Alimi and Akinfolarin (2012) in Nigerian secondary schools revealed that principals' instructional supervision techniques, particularly classroom visitation, significantly improve administrative performance. This improved performance translates into better management and documentation of school records. By using visitation as a supervisory tool, principals can identify gaps in record-keeping and provide real-time corrective feedback, enhancing the quality of school records.

CONCLUSIONS

The findings of the study have shown that quality of school's record depend on principals' visitation technique as a predicator of quality of school's record. Despite the relationship between principal's visitation technique and quality of school's record yet there are certain gaps that required to be enhanced upon. These gaps if addressed will enhance the extent of principal's visitation technique which will in turn result in improving the quality of school's record.

Recommendations

On the basis of the findings and conclusion drawn, from this study, the following recommendations were made:

1. In order to improve extent of principal's visitation technique the government via Ministry of Education and school principals should continue to improve principal's visitation technique. These visitations should include reviewing record-keeping processes to ensure adherence to standards and addressing any lapses.
2. On the quality of schools record, the principals can make use of principal's visitation strategy such as being available to enhance quality of schools record.
3. Principals should prioritize regular school visitations, as these have shown a strong positive relationship with the quality of school records. These visitations should include reviewing record-keeping processes to ensure adherence to standards and addressing any lapses.

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