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PRINCIPALS' CLASSROOM VISITATION AS A CORRELATE TO MANAGEMENT EFFECTIVENESS OF SECONDARY SCHOOLS IN CROSS RIVER STATE, NIGERIA

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ABSTRACT

This study investigated principals' classroom visitation as a correlate to management effectiveness of secondary schools in Cross River State, Nigeria. The research design adopted for the study was correlational survey research design. The area of the study was Cross River State, Nigeria. The population of the study was 281 public secondary school principals in Cross River State within the 2019/2020 academic session. The census approach was adopted for the study thus, all the 281 principals participated in the study. The instrument used for data collection was Principals' Classroom Visitation and Effective Management of Secondary School Questionnaire" (PCVEMSSQ). Data collected was analyzed through SPSS version 23, using Mean, Standard deviation and Pearson's product moment correlation analysis. The results of the analysis revealed that, there is a significant relationship between principals' classroom visitation and management effectiveness of secondary schools in Cross River State. It was therefore concluded that, principals' classroom visitation significantly contributes to the management effectiveness of secondary schools in Cross River State. Classroom visitation has proven to be an indispensable supervisory strategy that enhances instructional delivery, promotes teachers' professional commitment, strengthens classroom discipline and improves the overall administrative functioning of schools. It was recommended that, school principals in Cross River State should institutionalize regular and systematic classroom visitation as an essential component of instructional supervision and school management and principals should develop structured visitation schedules, observe teaching methods, monitor classroom interactions and provide constructive feedback to teachers for continuous professional improvement

Keyword: Principals, Classroom visitation and Management effectiveness

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Background to the study

Secondary school occupy a central position in the Nigerian education system with the core mandate of receiving and nurturing youths from primary school as well as prepare them for higher education. It also provides youths with functional skills for effective integration into the society, to enable them contribute their quota to overall national development. The achievement of these essential objectives of secondary education can only be guaranteed through effective management, supervision and application of sound leadership principles in schools. Unfortunately, observation and researcher's experience has shown that little is left to be desired in the management practices of some public secondary schools in Cross River State. This is because, some principals in the state fail to promote positive management practices that foster discipline, positive character, punctuality, dedication and academic excellence in students and staff.

According to Robins and Coulter (2016) management is the process of coordinating and overseeing the work activities of others so that their activities are completed effectively and efficiently. It is also the process of working with and through other people and resources to accomplish organizational goals. Therefore, the school manager is any qualified personnel entrusted with the authority to influence, persuade and motivate staff and students; as well as judiciously apply resources in schools to achieve the aims and objective of education most effectively and efficiently. School management effectiveness therefore involves the intelligent and conscious application of both human and material resources by school principals to facilitate the attainment of the goals and objective of education. According to Okon (2018) effective school management is very critical to the achievement of the goals and objectives of education. It therefore follows that, the inability of secondary schools to adequately achieve the goals and objectives of education could be attributed to ineffectiveness in management by principals. Ineffective school management has remained the major problem of some secondary schools especially in Cross River State. It has been observed that some secondary schools in the state are characterized by staff and students involve in high scale and coordinated examination malpractice during internal and external examinations, truancy, cultism, hooliganism, substance abuse, sex offences and drop out among other things (Effiong, 2015 & Ige, 2012, Adeyemi & Ige, 2002; Federal Ministry of Education 2009; Ige, 2012). According to Anake et al (2026) family variables and deviant behaviour tendency affect and also promote performance of students.

Furthermore, a reasonable proportion of students and school leavers in the state have been criticized for lacking basic skills and knowledge for functional living in society and transition into higher education. This indicate that some secondary schools in the state suffer ineffective management by principals. However, Johnson (2013) has observed that, ineffective school

management can be attributed to poor planning and ineffective communication in schools. Therefore, the failure school principals to adequately plan school programmes as well as utilization of scarce school resource could lead to chaos in school. Similarly, poor channels of communication in school can grossly hinder the achievement of the goals and objectives of education. Environmental issues can hamper also the effectiveness of development in a school system (Ntongha & Ubana 2026). This is because effective planning and communication are critical indices of effective school management though many school administrators lack the skills to enhance effective planning and communication in school especially in Cross River state (Owan, Madukwe & Nwanunu, 2019). Ubana et al (2024) opined that administrators supervisory role on quality service secondary school delivery significantly influence management effectiveness. Ushie et al, (2026) assert that staff straining significantly influence managerial outputs. According to Helen et al (2025) vocational training programmes are key tools for economic empowerment. Ineffective school management occurs when school managers formulate school plans haphazardly without seeking the inputs of teachers and students as well as the lack of effective and efficient channels of communication for communicating school plan and activities to teachers and students which could result to general failure of school. When this occurs, stakeholders more often than not tend to blame school leaders for poor supervision strategies as and leadership style. This is because as chief executive, the principal is expected to play a significant role in the achievement of the goals of the school. Hence, failure in any school system could also be traced to the principal.

The adoption of effective instruction supervision and transformational leadership strategies are fundamental to effective school management. School supervision refers to the act of providing leadership through a process designed to help staff gain greater competence and overcome some barriers so as to improve job performance (Euizo, 2014). Therefore, supervision is an essential quality control mechanism in the hands of the school principals to foster academic excellence and promote the attainment of education goals. It also helps the principal to provide sound instructional leadership to teachers and students and facilitates evaluation for informed decision making, planning and coordination of school activities. Therefore, any school manager without effective supervisory skills and strategies will not escape failure (Egbebi & Habau, 2019). Asor et al (2022) stressed that supervision is the way of guiding, stimulating, improving and overseeing activities, skills and competencies of people. According to Ubana (2025) harnessing security approach and artificial intelligence (AI) as tools to combat corrupt/unethical practices. This is because supervision enables the principal to have experiential knowledge of what transpires inside and outside the class.

Therefore, it enhances effective school management through sound

interaction or communication with teachers and students in the process of providing instructional leadership. Supervision also aid effective planning in school. This is because, supervision provide principals with knowledge of the strength and weakness of staff, deficient school facility, classroom conditions etc. which helps in planning of school programmes through informed decision making on course and class allocation and proper assignment of school activities among teachers (Ogunbode 2016). Therefore, poor supervision could account for ineffective management of secondary schools.

The common internal school supervision strategies adopted by most principals include classroom visitation, conferences, demonstration teaching, group meeting, classroom activity analysis, note checking and school-based supervision. However, the study will be focus on classroom visitation, micro-teaching and school-based supervision. Classroom visitation is an invaluable supervision technique that requires the instructional leader to visit a class during instructional time to observe the teacher while delivering lessons. The problems which can be improved through classroom visitation include classroom testing methods, organization of instructional materials, discipline and developing democratic procedures (Kirsch, 2016). It focuses on the entire classroom environment, teachers' approach to course content, question and answer technique, structure and sequencing of class activities, students' participation among other things (Core Faculty Seminar Report, 2020).

Classroom visitation is a powerful and effective supervisory method used by principals to gain insight into actual teachers' instructional practices. It is the process where principal visits a classroom during instructional time not with the intention to disrupt the lesson but to observe the teacher carrying out his/her instructional duties. According to Glickman et al (2010), classroom visits provide an opportunity for principals and teachers to come into face-to-face contact in actual teaching-learning situations. Adie et al (2024) classroom situation influences students' academic achievement in secondary schools. Classroom visits may be formal or informal (Gold-Hammer, 1969). Classroom visit has also been described as a collegial and integrative meeting between supervisors and teachers with the sole aim of improving instructions (Glickman et al., 2010; Sergiovanni & Starratt, 2007). Both formal and informal visits should enable the principals and teachers to evaluate performance, encourage teachers to be keen about their work, develop problem solving skills in teachers, (Zepeda, 2012 & Ngunjiri, 2012). According to Andong et al (2025) incorporating digital technology to adult literacy education programmes plays a significant role to classroom management. Artificial Intelligence (AI) A tool for combating unethical practices (Ubana et al, 2025). Classroom visits affords the principal to know the quality of work done by a teacher in class as well provides a fair knowledge of

the strengths and weakness of the teacher for proper guidance. Andong et al (2025) observed that games and simulations as method for adult education classroom management. It also enables principals to know whether teachers are using the appropriate instructional materials among other things. Empirically, numerous scholars see classroom visitation as a pivotal strategic tool for effective management of secondary schools.

In Ebonyi State, Egwu (2015) conducted a study to assess principals' performance in supervision of classroom instruction in Ebonyi State secondary schools. A sample of 360 teachers completed a 12-item questionnaire designed for the study. Data were analysed using mean, standard deviation and t-test statistics. The results of the study showed that the principals' performance in supervision of classroom instruction in secondary schools in Ebonyi State was effective. It was also found that there was a significant difference in the performance of principals in most of the instructional leadership functions in secondary schools in Ebonyi State based on location of schools, but there was no significant difference in the performance principals in most of the instructional leadership functions in secondary school in Ebonyi State based on gender. It was recommended among others; that principals as instructional leaders should give supervision of classroom instruction the place it deserves in their work.

In a study conducted by Garba et al (2019) to determine the influence of principals' classroom visitation on teachers' pedagogical practices in public secondary schools of Bauchi State, Nigeria. The objectives that guided the study, were first, to examine principals' implementation of classroom visits in public secondary schools; secondly to find out the effect of principals' classroom visitation on pedagogical practices of the teachers. A descriptive cross-sectional survey design was employed for the study. The participants in the study comprised 29 principals and 385 teachers randomly selected from the public secondary schools in Bauchi state. Questionnaires and document observation checklist were used for data collection. Descriptive and inferential statistics were employed to analyze the quantitative data with the aid of SPSS. The qualitative data were analyzed using thematic techniques. Simple linear regression analysis was used to test the research hypothesis at α=.05 significance levels. Findings of the study revealed that the majority of 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 revealed that the principals' classroom visitation has statistically significant effect on teachers' pedagogical practices in public secondary schools. The study recommends that Ministry of Education Bauchi State should provide a specific in-service capacity building for principals on techniques of organizing and

conducting procedural classroom visits to enhance instructions.

Setiyanti et al (2019) conducted a research to determine whether there were significant influences of the principal supervision toward the teachers' performance in Pangudi Luhur Ambarawa Elementary School. The research used a qualitative research approach with a qualitative descriptive method. The populations were Pangudi Luhur Ambarawa Elementary School teachers. The sampling technique used in this study was random sampling technique, taking 6 teachers or 38% of the total population. The data collection instruments were using questionnaires and interviews. Descriptive statistics were used for the analysis of the data collected. The findings revealed the following (1) the implementation of the principal supervision was done by using a model of supervision approach either directly or indirectly with the class action supervision technique, (2) teachers' response toward the implementation of a variety of supervision were basically approved and supports the supervision in order to improve the professionalism of teachers, (3) the implementation of the supervision carried out based on the needs and potentials of the teacher, (4) the improvement of professionalism marked by the improvement of teachers' skills and the improvement of teaching performance. Based on the results of this research could be concluded that there is a significant positive effect of classroom-visitation supervision toward the competence and performance of Pangudi Luhur Ambarawa Elementary School teachers.

According to Hanghey and MacElwain (2007) supervision of instruction was is a fundamental component of instructional leadership aimed at improving instruction. Whittakers (1997) emphasized that the principal must create an impressive presence in daily school activities of teaching and learning through effective instructional supervision. He further stated that the effective principal must make it a priority to visit the classroom each day. Similarly, Weller (2001) indicated that if schools are to progress, the principals cannot allow daily duties to interfere with their instructional leadership functions. Bryce (1988) also maintained that the principal cannot exercise leadership without classroom experience and without a thorough grounding in the realities of the classroom or else the principal will continue to feel uncomfortable and inadequate in educational leadership. These views succinctly express the indispensability of principals' classroom visitation as instructional leader of the school. Hence, principals are expected to devote more time supervising classroom instructions through the help of vice principals and other senior and experienced teachers in school. This will improve teaching and learning process thereby fostering curriculum implementation. Many scholars have empirically assessed the classroom visitation with several variables of interest.

Adanu et al (2019) investigated the perceived influence of supervision strategies

of principals on teachers' job performance in North Central Nigeria. Two research questions and two hypotheses were used to direct the study, the survey research design was adopted for the study, 394 teachers were sampled from the 30,372 teachers in the study area. A researcher's made questionnaire was used for data collection. Mean and Standard deviation were used to analyze the data collected for the study. The findings revealed that classroom visitation and conferences have significant influence on teachers' job performance in secondary schools in North Central Nigeria.

Iroegbu and Etudo-Eyo (2016) examined the differences in teachers' effectiveness based on principals' instructional supervision in public secondary schools in Uyo Local Education Committee in Akwa Ibom State. Four objectives and their corresponding research questions and hypotheses were formulated to guide the study. The ex-post facto design was used in carrying out this study. Two hundred and one teachers and 14 principals were drawn from the population of 1,105 teachers and 14 principals respectively to participate in the study. Two researchers-developed instruments, "Principals' Instructional Supervision Interview (PIS1)" and "Teachers' Teaching Effectiveness Questionnaire (TTEQ)" were used to gather data. Data collected were analyzed using the mean and independent t-test statistics was used. The findings were that there is a significant difference in teachers' effectiveness based on classroom observation, analysis/strategy, post-conference analysis and post-analysis conference. Teachers in schools where instructional supervision was adequate were more effective than those that had inadequate instructional supervision. It is, therefore, recommended among others that, the principals should carry out an adequate instructional supervision of teachers so as to enhance their teaching effectiveness.

Statement of the problem

The attainment of educational goals in secondary schools largely depends on the effectiveness of school management practices adopted by principals and other educational administrators. In recent years, concerns have continued to mount regarding the declining standard of education in many public secondary schools in Cross River State, as evidenced by poor students' academic performance, indiscipline, inadequate teacher commitment, ineffective instructional delivery and weak supervision of classroom activities. These challenges have raised serious questions about the managerial competence of school administrators and the extent to which supervisory mechanisms, particularly classroom visitation, are utilized to enhance school effectiveness.

Classroom visitation is widely recognized as an essential supervisory strategy through which principals monitor teachers' instructional practices, classroom management techniques, lesson preparation and interaction with students. It provides opportunities for professional guidance,

motivation, feedback and support aimed at improving teaching and learning outcomes. However, in many secondary schools in Cross River State, classroom visitation appears to be inadequately conducted or, in some cases, neglected entirely. Some principals are often overwhelmed by administrative responsibilities, while others may lack the professional competence, commitment, or supervisory skills required to carry out regular and constructive classroom visits. Consequently, teachers may perform their duties without adequate monitoring, guidance, or accountability.

The apparent ineffectiveness in school management has manifested in various forms, including poor coordination of academic activities, declining teacher productivity, lateness to school, absenteeism, poor classroom control and weak implementation of the curriculum. Despite government efforts through policy reforms, teacher training programmes and quality assurance measures, many secondary schools continue to experience low educational outcomes. This situation suggests that there may be deficiencies in the supervisory roles performed by school administrators, especially with respect to classroom visitation practices.

Furthermore, previous studies on school management effectiveness have focused extensively on leadership style, school climate, teacher motivation and resource management, with relatively little attention given to classroom visitation as a possible correlate of management effectiveness. Where studies exist, findings have been inconsistent and geographically limited, thereby creating a gap in empirical knowledge, particularly in the context of secondary schools in Cross River State. It therefore becomes necessary to investigate whether classroom visitation significantly relates to effective school management and whether improved supervisory practices can contribute positively to the realization of educational objectives.

Purpose of the study

The main purpose of this study was to investigate principals' classroom visitation and effective management of secondary schools in Cross River State, Nigeria.

Research question

In order to effectively carry out this research, the following research question was raised to guide the study;

1. How does principals' classroom visitation influence effective management of secondary school in terms of planning and communication?

Statement of hypotheses

The following hypothesis was stated to guide the study.

Ho1. Principals' classroom visitation does not significantly influence effective management of secondary school in terms of planning and communication,

Methodology

The correlational survey research design was adopted for the study.

Correlational survey research design is a form of research in which the researcher measures two variables to assess the statistical relationship between them with little or no effort to control extraneous variables (Schaefer, 2012). It is used to study an existing phenomenon in a natural environment. Moreover, the study was carried out in a natural environment were the phenomenon exist without any form of manipulation by the researcher hence the suitability of the design. It was on these bases that survey research design was considered appropriate for this study, because the purpose of this study is to examine independent variable of principals' classroom visitation and effective management of secondary school in terms of planning and communication. The study area was Cross River State, Nigeria. Cross River State is one of the 36 states of Nigeria in the South-South geo-political zone. The state covers a total land area of 20,156 square kilometers. It shares common boundaries with Benue State to the North, Ebonyi and Abia State to the West, to the East by Camaroon Republic and to the South by Akwa Ibom State and the Atlantic Ocean.

The population of the study comprised all the 281 secondary school principals. They were considered most suitable for the study since they are directly involved in day to day supervision of teachers in their schools and also provide leadership in school as required by virtue of their position. The population is distributed across the entire public secondary schools in Cross River State. The sampling technique adopted for this study was census approach. Census approach was adopted because the researcher was dealing with a small and manageable population. This approach ensures that every member of the parent population was used as a subject in the study. This approach was therefore considered appropriate to ensure total participation of all principals of public secondary schools in Cross River State. The sample of the study therefore comprised 281 principals of public secondary schools in Cross River State.

The instrument used for data collection was tagged "Principals' Classroom Visitation and Effective Management of Secondary School Questionnaire" (PCVEMSSQ). This instrument was designed by the researcher and organized on the revised four-point Likert scale of SA (Strongly Agree), A (Agree), D (Disagree) and SD (Strongly Disagree). The variable was measured continuously at the interval level of measurement. The research instruments undergo face and content validity by experts in Measurement and Evaluation. This was to ensure that the items measure exactly what they are meant to measure in the study. The reliability of the instruments was ascertained using Cronbach alpha. A trial test was carried out using a sample of 50 teachers who were randomly selected from three private secondary schools in Calabar Municipality who was not be part of the study's sample. From each school, 30 teachers were used and the data collected were analysed accordingly. The reliability coefficient obtained rage from .93- .71 respectively for. With these values, the instrument was considered internally

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consistent in measuring what they purport to measure.

Presentation of the results

Table 1: Summary of mean and standard deviation of principals' classroom visitation

S/N	CLASSROOM VISITATION	X	SD	Decision
1.	Visiting classrooms during lessons is a weekly routine for me	2.94	1.38	Accepted
2.	I find it difficult to visit the classrooms due to other office work	3.23	1.6	Accepted
3.	My unscheduled visits to classrooms make teachers to always prepare effectively before every lesson	3.20	1.12	Accepted
4.	I have received praises from young teacher for the role I played when I visited their classes	2.98	1.29	Accepted
5	Visiting classrooms afford me the opportunity to help teachers in improve on their teaching skills	3.55	1.27	Accepted
6.	There is no need to visit classes because all teachers were trained before taking teaching appointment	1.98	1.08	Rejected

Table 1, shows that all the items except item 6 were accepted because they had mean values greater than 2.50 which indicate high classroom visitation by principals. However, item 6 had mean score less than 2.50 and was rejected indicating bad attitude to classroom visitation. This therefore implies that, there is high classroom visitation activities among principals in Cross River State.

Research question one stated that: what is the relationship between principals' classroom visitation and management effectiveness in terms of planning and communication? The variables of this research question is classroom visitation and management effectiveness in terms of planning and communication. To test this research question, Pearson product moment correlation analysis was employed for the analysis.

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Table 2: Pearson product moment correlation analysis of the relationship between principals' classroom visitation and effectiveness in planning and school communication (N=281)

Variables	X	SD	Df	r	p-val.
Principals' classroom visit	15.23	2.9	279		
Effectiveness in planning	16.15	2.8	279	.123	.042*
Effectiveness comm.	15.74	2.7	279	.147	.014*

*(Sig. at .05 df= 279, *p*>.05).

The results of the analysis is as presented in table 2. The results in table 2 shows that for relationship between classroom visitation and effectiveness in planning (r=123, p<.05) and for classroom visitation and effectiveness in communication (r=147, p<.05). Since p(,000) is less than p(.05). This implies that, there is a positive relationship between principals' classroom visitation and effectiveness in planning and communication. The results is presented in table 2 above.

Discussion of findings

Hypothesis one which stated that, there is no significant relationship between classroom visitation and effective management of secondary schools was rejected, while the alternate hypothesis was retained. This implies that, there is a significant positive relationship between classroom visitation and effective management of secondary schools in Cross River State. Therefore, by implication, an improvement on good classroom visitation practices of secondary school principals enhanced effective management of secondary schools in Cross River State. This empirically proven relationship is founded on the indispensable role of classroom visitation to general school management. Ideally, classroom visitation provides the school principals with primary data on real classroom situation, extent of curriculum implementation, teaching methods and strategies adopted of teachers, instructional proficiency and difficulties of teachers, learners' difficulties and level of mastery of subject contents among other things. The various roles of classroom visitation to effective school planning and communication as well as effective school management in general cannot be overemphasized. This is because, information gathered from classroom visitation helps the principals to make informed decisions on teacher placement, transfer, job description and recommendation for training on the part teachers.

On the other hand, classroom visitation also help the principal to familiarize themselves with the first hand learning challenges of students in the real classroom environments.

This plays a key role in planning students' counseling, career choice and referral for remedial action by parents. Therefore, classroom visitation generates raw data that is instrumental to effective planning and communication which are fundamental to effective secondary school management. The findings of this study agrees with the findings of Glickman, Gordon and Ross-Gordon (2010), classroom visit provides an opportunity for principals and teachers to come into face-to-face contact in actual teaching-learning situations. The sole aim of classroom visitation is to improve instructions (Glickman et al., 2010; Sergiovanni & Starratt, 2007). It enable the principals and teachers to evaluate performance, encourage teachers to be keen about their work, develop problem solving skills in teachers, (Zepeda, 2012 & Ngunjiri, 2012). Classroom visit affords the principal to know the quality of work done by a teacher in class as well provides a fair knowledge of the strengths and weakness of the teacher for proper guidance. It also enables principals to know whether teachers are using the appropriate instructional materials among other things.

The findings of the current study agrees with the findings of Egwu (2015) which showed that principals' performance of supervision of classroom instruction in secondary schools in Ebonyi State was effective in terms of teacher and students' improvement, handling instructional and learning challenges among other things.. However, school location significantly influenced performance of principals' instructional leadership functions in secondary schools in Ebonyi State. Adversely, the findings of the study contradicts the results of Garba et al (2019) that revealed that majority of 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. The study recommends that the ministry of education in Bauchi State should provide a specific in-service capacity building for principals on techniques of organizing and conducting procedural classroom visit to enhance instructions. The variation between the results of the current study and this study could be as a result of geographical location of the studies. Up Northern Nigeria is associated with large students' classroom population with a disproportionate staff strength that makes it difficult for principals' to effectively perform their duties and responsibilities in general. Whereas, in Southern Nigeria where the current study is located, there exist reasonable student teacher ration with manageable number of students in schools. This afford principals the opportunity to carefully carry out their task of classroom visitation effectively to adequately guide and counsel students and teachers to facilitate change and improvement.

Similar findings to the current study were also reported by Setiyanti (2019) which revealed that, the implementation of the principal supervision was done by using a model of supervision approach either directly or indirectly with the class action supervision

technique which improved the professionalism of teachers. It was also found that the implementation of the supervision carried out based on the needs and potentials of the teacher, as well as the improvement of professionalism marked by the improvement of teachers' skills and the improvement of teaching performance.

Conclusion

Based on the findings of this study, it can be concluded that principals' classroom visitation significantly contributes to the management effectiveness of secondary schools in Cross River State. Classroom visitation has proven to be an indispensable supervisory strategy that enhances instructional delivery, promotes teachers' professional commitment, strengthens classroom discipline and improves the overall administrative functioning of schools. Through regular classroom visits, principals are able to monitor teaching activities, provide constructive feedback, identify instructional challenges and encourage teachers toward improved performance and accountability.

The study further reveals that effective classroom visitation fosters a positive teaching and learning environment, enhances communication between principals and teachers and facilitates the achievement of educational objectives in secondary schools. Principals who consistently engage in classroom supervision are better positioned to ensure curriculum implementation, maintain academic standards and coordinate school activities efficiently. Consequently, schools where classroom visitation is adequately practiced tend to exhibit higher levels of organizational effectiveness, teacher productivity and students' academic development.

In addition, the study underscores the importance of instructional supervision as a critical component of educational management. The positive relationship established between classroom visitation and management effectiveness suggests that principals' active involvement in classroom activities is essential for improving school performance and sustaining quality education. Effective classroom visitation not only promotes teachers' professional growth but also strengthens the overall capacity of school administrators to manage human and material resources efficiently.

Therefore, it is concluded that principals' classroom visitation remains a vital correlate of management effectiveness in secondary schools in Cross River State. Sustained and well-structured classroom visitation practices will continue to play a significant role in enhancing educational quality, improving administrative efficiency and achieving the goals of secondary education in the state and Nigeria at large.

Recommendations

1. School principals in Cross River State should institutionalize regular and systematic classroom visitation as an essential component of instructional supervision and school management.

Principals should develop structured visitation schedules, observe teaching methods, monitor classroom interactions and provide constructive feedback to teachers for continuous professional improvement. Such consistent supervisory practices will enhance teachers' instructional effectiveness, promote accountability, strengthen discipline and improve the overall management effectiveness of secondary schools.

2. The Cross River State Ministry of Education and other educational stakeholders should organize periodic workshops, seminars and professional development programmes to equip principals with modern supervisory and administrative skills required for effective classroom visitation. Training programmes should focus on instructional leadership, communication techniques, evaluation strategies and human relations to enable principals perform their supervisory roles more efficiently. This will ultimately promote quality teaching, effective school administration and improved educational outcomes in secondary schools across Cross River State.

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