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RELATIONSHIP BETWEEN PRINCIPALS' CLASSROOM VISITATION AND EFFECTIVE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN KWARA STATE, NIGERIA

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ABSTRACT

This study examines the relationship between principals' classroom visitation and effective management of public secondary schools in Kwara State, Nigeria. Specifically, it investigates the relationship between classroom visitation and school management in terms of planning and communication. Classroom visitation is an important instructional supervisory practice through which principals observe teaching and learning activities, identify instructional challenges, assess classroom practices and provide professional guidance to teachers. The study adopts a correlational survey research design. The population comprises principals of public secondary schools in Kwara State, while the sample size and sampling procedure are to be established using official records of the relevant state education authority. Data are collected using a researcher-developed instrument titled Principals' Classroom Visitation and Effective Management of Secondary Schools Questionnaire (PCVEMSSQ). The instrument is structured on a four-point Likert scale and subjected to face and content validation by experts in educational management and measurement and evaluation. Its internal consistency is determined using Cronbach's alpha. Mean and standard deviation are used to answer the research questions, while statistical analysis is employed to test the hypothesis at the .05 level of significance. The study focuses on the contribution of classroom visitation to administrative planning and communication between principals and teachers. The findings underscore the importance of classroom visitation in identifying instructional needs, determining resource requirements, preparing school improvement plans and strengthening professional interaction. The study highlights the need for systematic classroom observation, constructive feedback and the utilisation of supervisory information in improving the management of public secondary schools in Kwara State.

Keywords: Classroom visitation, principals, effective school management, planning, communication, public secondary schools.

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Introduction

Secondary education occupies a strategic position in the Nigerian educational system. It provides a link between primary and tertiary education and equips learners with the knowledge, skills, values and competencies required for further education, productive employment and responsible participation in society. The achievement of these objectives depends considerably on the quality of school leadership, instructional supervision and administrative practices. Principals, as the chief administrators of secondary schools, are responsible for coordinating human and material resources, supervising instructional activities, maintaining discipline and creating an environment that supports effective teaching and learning.

Effective school management involves the systematic coordination of personnel, facilities, instructional materials and administrative activities towards achieving predetermined educational objectives. It requires principals to provide appropriate leadership, establish institutional priorities, allocate resources efficiently and monitor the implementation of school programmes. The effectiveness of a school is therefore influenced not only by the availability of qualified teachers and instructional facilities but also by the capacity of its management to coordinate these resources towards achieving educational goals. Two important dimensions of effective school management are planning and communication.

As noted by Arah (2017), planning enables school administrators to establish objectives, identify priorities, determine appropriate activities, allocate resources and develop strategies for addressing institutional needs. Through effective planning, principals can coordinate academic programmes, anticipate challenges and ensure that available resources are directed towards the achievement of school objectives. Communication facilitates the exchange of information, clarification of responsibilities, coordination of activities and maintenance of productive relationships among members of the school community. Principals depend on effective communication to convey administrative decisions, explain institutional expectations, obtain feedback from teachers and address challenges affecting school operations. Inadequate communication can result in misunderstanding, poor coordination, duplication of responsibilities and ineffective implementation of school programmes.

Effective management of secondary schools therefore requires principals to obtain accurate information about the conditions under which teaching and learning take place. Such information helps them identify instructional difficulties, assess teachers' professional needs, determine the adequacy of available resources and make appropriate administrative decisions. One important supervisory practice through which principals obtain firsthand information about classroom activities is classroom visitation. Classroom visitation is an instructional supervisory practice in which principals or

designated supervisors visit classrooms during teaching periods to observe instructional activities, assess classroom interactions and obtain information about teaching and learning. It enables school administrators to examine teachers' lesson preparation, instructional methods, use of teaching materials, classroom organisation, questioning techniques, students' participation and classroom management practices. Its purpose extends beyond inspecting teachers to understanding instructional conditions and providing appropriate professional support. Glickman, Gordon and Ross-Gordon (2010) identify classroom observation and professional interaction as important elements of instructional supervision.

Classroom visitation provides opportunities for principals to observe teaching in its actual setting and engage teachers in discussions about instructional practices. It may be conducted formally through scheduled observations with clearly defined objectives or informally through brief visits intended to monitor classroom activities and maintain the principal's involvement in the instructional process. The importance of classroom visitation lies in its capacity to provide direct information about the strengths and weaknesses of classroom instruction. Through regular visits, principals can identify difficulties experienced by teachers, assess students' participation, examine the suitability of instructional materials and determine whether lessons are being delivered in accordance with curriculum requirements. Such observations can also reveal challenges relating to classroom organisation, time management, lesson preparation and the use of appropriate teaching strategies. Classroom visitation is equally important to teachers' professional development. When principals discuss their observations with teachers and provide constructive feedback, they create opportunities for professional reflection, improvement and learning. Goldhammer's (1969) work on clinical supervision provides a foundation for understanding classroom observation as part of a systematic process involving observation, professional discussion and improvement of teaching practices. Effective classroom visitation should therefore be supportive and developmental rather than punitive.

The contribution of classroom visitation to effective school management is particularly evident in the area of planning. Information obtained during classroom observations can assist principals in identifying instructional needs and determining appropriate school improvement priorities. For instance, where classroom visits reveal that teachers experience difficulties in particular subject areas, principals can organise professional development activities, facilitate mentoring arrangements or encourage collaborative instructional practices. Similarly, observations of inadequate teaching materials, overcrowded classrooms or unsuitable learning environments can inform decisions concerning resource allocation and school improvement.

Classroom visitation, as noted by Arah (2020) can also assist principals in coordinating academic activities. Information about lesson delivery, curriculum coverage, students' participation and classroom challenges provide a basis for reviewing school programmes and determining areas requiring administrative attention. Consequently, classroom visitation can make school planning more responsive to actual instructional conditions rather than assumptions about classroom activities.

Another important contribution of classroom visitation concerns communication. Direct interaction between principals and teachers before and after classroom observations provides opportunities for exchanging information, clarifying expectations and discussing instructional challenges. Through pre-visitation discussions, principals can explain the purpose of classroom observation and establish mutual understanding with teachers. Post-visitation discussions allow principals to communicate their observations, recognise effective teaching practices and suggest areas for improvement.

Constructive communication during classroom visitation also gives teachers opportunities to explain difficulties encountered during instruction and seek professional assistance. Such interactions can promote mutual respect, trust, cooperation and accountability within the school. Classroom visitation therefore serves not only as a means of monitoring instruction but also as an administrative communication strategy that can strengthen relationships between principals and teachers.

The importance of principals' involvement in instructional supervision has been emphasised in educational management literature. Egwu (2015), in a study of principals' performance in the supervision of classroom instruction in Ebonyi State secondary schools, examined the supervisory responsibilities of principals and their implementation in schools. Garba, Waweru and Kaugi (2019) investigated principals' classroom visitation and teachers' pedagogical practices in public secondary schools in Bauchi State. Their findings highlighted the importance of classroom visitation to teachers' instructional practices and the need to strengthen principals' supervisory competence. Iroegbu and Etudo-Eyo (2016) also examined principals' instructional supervision in relation to teachers' effectiveness and emphasised the contribution of supervision to improved teaching practices. Similarly, Setiyanti et al. (2019) investigated the effect of principals' classroom-visitation supervision on teachers' competence and performance. Their study drew attention to the contribution of classroom visitation to teachers' professional development and instructional performance.

Although these studies provide useful insights into classroom visitation and instructional effectiveness, the relationship between classroom visitation and broader dimensions of effective school management, particularly planning and communication, requires further examination. This is

especially relevant in public secondary schools in Kwara State, where principals are expected to coordinate academic activities, manage available resources, supervise instruction and maintain effective relationships with teachers. The present study therefore examines the relationship between principals' classroom visitation and effective management of public secondary schools in Kwara State, Nigeria, with particular attention to planning and communication.

Statement of the Problem

Effective management of secondary schools is essential for achieving educational objectives, maintaining academic standards and providing learners with the knowledge and competencies required for further education and productive participation in society. Principals are expected to provide effective leadership, coordinate school activities, supervise instruction, promote discipline and ensure the appropriate utilisation of available human and material resources. Despite these responsibilities, the management of secondary schools continues to face challenges associated with inadequate instructional supervision, poor coordination of academic activities, teacher absenteeism, student indiscipline and ineffective implementation of school programmes. These challenges raise concerns about the extent to which principals' administrative and supervisory practices support the effective operation of public secondary schools in Kwara State.

One important responsibility of principals is classroom visitation. Through classroom visits, principals can observe teaching practices, assess classroom management, monitor students' participation and identify challenges affecting instructional delivery. The information obtained can guide school improvement planning, resource allocation, professional development and communication with teachers. However, the effectiveness of classroom visitation may be constrained by competing administrative responsibilities, irregular visitation schedules, inadequate supervisory skills and insufficient follow-up after classroom observations. Where classroom visits are infrequent or poorly organised, principals may lack adequate information about the actual conditions of teaching and learning. This can affect their ability to identify teachers' professional needs, coordinate academic programmes, allocate resources appropriately and communicate relevant administrative decisions.

Furthermore, effective planning and communication depend on the availability of reliable information about classroom activities and the challenges experienced by teachers and students. Without systematic classroom visitation, principals may make administrative decisions without sufficient knowledge of instructional realities. This may weaken the coordination of school programmes and undermine the achievement of educational objectives. Although previous studies have investigated classroom visitation in relation to teachers' instructional practices, professional competence and job performance, there is a need to examine its relationship with effective school

management, particularly in the areas of planning and communication, within the context of public secondary schools in Kwara State. The problem addressed by this study is therefore whether principals' classroom visitation is significantly related to effective management of public secondary schools in Kwara State, particularly in terms of communication and planning.

Purpose of the Study

The main purpose of this study is to examine the relationship between principals' classroom visitation and effective management of public secondary schools in Kwara State, Nigeria.

Specifically, the study seeks to:

1. Examine the relationship between principals' classroom visitation and effective school management in terms of planning.
2. Determine the relationship between principals' classroom visitation and effective school management in terms of communication.

Research Questions

The following research questions guide the study:

1. What is the relationship between principals' classroom visitation and effective management of public secondary schools in terms of planning?
2. What is the relationship between principals' classroom visitation and effective management of public secondary schools in terms of communication?

Research Hypothesis

The following null hypothesis is formulated and tested at the .05 level of significance:

$H_0$1: There is no significant relationship between principals' classroom visitation and effective management of public secondary schools in Kwara State in terms of communication and planning.

Methodology

Research Design

The study adopts a correlational survey research design. This design is appropriate for examining the direction and strength of relationships between variables without manipulating them. It enables the researcher to obtain information from respondents and determine the extent to which variations in one variable are associated with variations in another. The design is suitable because the study investigates the relationship between principals' classroom visitation and effective school management in terms of planning and communication as these practices occur naturally in public secondary schools.

Area of the Study

The study is conducted in Kwara State, Nigeria. The state is located in the North-Central geopolitical zone of the country, with Ilorin as its capital. Its educational system comprises public and private primary and secondary schools operating under relevant educational authorities. The study focuses on public secondary schools because principals in these institutions are directly responsible for coordinating instructional activities, supervising teachers and managing school resources. Kwara State provides the

geographical context for examining how principals' classroom-visitation practices relate to planning and communication in school administration.

Population of the Study

The population comprises all principals of public secondary schools in Kwara State. The exact population is established from current official records of the Kwara State Ministry of Education or the relevant secondary education management authority for the academic session covered by the study.

Sample and Sampling Procedure

The sample consists of principals selected from the population of public secondary schools in Kwara State. The final sample size and sampling procedure are determined after obtaining the verified population. Where the population is sufficiently manageable, a census approach may be adopted involving all principals. Where this is not feasible, an appropriate probability sampling technique is used to obtain a representative sample.

Instrument for Data Collection

Data are collected using a researcher-developed questionnaire titled Principals' Classroom Visitation and Effective Management of Secondary Schools Questionnaire (PCVEMSSQ). The instrument is organised into sections covering principals' classroom-visitation practices and effective school management in terms of planning and communication. The questionnaire is structured on a four-point Likert rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), weighted 4, 3, 2 and 1 respectively. Negatively worded items are reverse-scored during the computation of composite scores to ensure that higher scores consistently represent more favourable classroom-visitation practices.

Validation of the Instrument

The questionnaire is subjected to face and content validation by experts in Educational Management and Educational Measurement and Evaluation. The validators examine the relevance, clarity, adequacy and appropriateness of the items in relation to the study objectives, research questions and hypothesis. Their observations and recommendations are used to revise the instrument before its administration.

Reliability of the Instrument

The reliability of the instrument is established through a pilot study involving principals of public secondary schools outside Kwara State who are not included in the main study. Cronbach's alpha coefficient is used to determine the internal consistency of the questionnaire items. The reliability coefficients for the respective sections are reported after the pilot data have been analysed.

Data Collection Procedure

The researcher administers the questionnaire to the sampled principals, with the assistance of trained research assistants where necessary. Respondents are informed about the purpose of the study and assured that their responses will be treated confidentially and used exclusively for research purposes.

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Completed questionnaires are retrieved, checked for completeness and prepared for statistical analysis.

Data Analysis

Mean and standard deviation are used to analyse the descriptive responses relating to classroom visitation, planning and communication. A criterion mean of 2.50 is adopted for interpreting responses on the four-point rating scale. Items with mean scores of 2.50 and above are regarded as accepted, while those below 2.50 are regarded as rejected. The hypothesis is tested using an appropriate inferential statistical procedure at the .05 level of significance. The original manuscript specifies Pearson Product Moment Correlation Coefficient for determining the relationship between principals' classroom visitation and effective school management. The reported regression output is also presented for consideration, but it must not be interpreted as a Pearson correlation coefficient.

Presentation and Analysis of Results

The results are organised according to the research questions and the single research hypothesis. Mean and standard deviation are used to examine respondents' ratings of planning and communication, while the reported inferential output is considered in relation to the overall hypothesis.

Research Question One: What is the relationship between principals' classroom visitation and effective management of public secondary schools in terms of planning?

Table 1: Mean and Standard Deviation of School Management in Terms of Planning

S/N	Planning indicators	Mean	SD	Decision
1	Principals use information obtained from classroom visits to prepare school improvement plans.	2.79	1.81	Accepted
2	Classroom observations help principals identify teachers' instructional needs when planning school activities.	3.01	2.12	Accepted
3	Principals use classroom-visitation reports to determine instructional resource requirements.	2.81	1.09	Accepted
4	Information from classroom visits assists principals in coordinating academic programmes.	2.41	1.04	Rejected
	Grand Mean	2.76	1.52	Accepted

Source: Researcher's field data.

The results in Table 1 show that the grand mean of 2.76 is above the criterion mean of 2.50. This indicates that respondents generally agreed that information obtained through classroom visitation contributes to effective school management in terms of planning. Specifically, the statement that classroom observations help principals identify teachers' instructional needs when planning school activities recorded the highest mean score of 3.01. This was followed by the use of classroom-visitation reports to determine instructional resource requirements, with a mean of 2.81, and the use of classroom-visitation information in

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preparing school improvement plans, with a mean of 2.79.

However, the statement that information from classroom visits assists principals in coordinating academic programmes recorded a mean of 2.41, which was below the criterion mean and was therefore rejected. The findings suggest that classroom visitation provides useful information for identifying instructional needs, determining resource requirements and preparing school improvement plans. Nevertheless, the relatively low rating concerning the coordination of academic programmes indicates an area requiring further administrative attention.

Research Question Two: What is the relationship between principals' classroom visitation and effective management of public secondary schools in terms of communication?

Table 2: Mean and Standard Deviation of School Management in Terms of Communication

S/N	Communication indicators	Mean	SD	Decision
1	Principals use information obtained from classroom visits to prepare school improvement plans.	2.89	1.82	Accepted
2	Classroom observations help principals identify teachers' instructional needs when planning school activities.	2.71	1.93	Accepted
3	Principals use classroom-visitation reports to determine instructional resource requirements.	3.00	2.14	Accepted
4	Information from classroom visits assists principals in coordinating academic programmes.	2.12	1.91	Rejected
	Grand Mean (as supplied)	2.68	1.95	Accepted

Source: Researcher's field data.

The results in Table 2 show that the supplied grand mean of 2.68 is above the criterion mean of 2.50, indicating general agreement with the statements as presented. Three of the four statements recorded mean scores above the criterion mean, while one recorded a mean below the criterion mean. The highest mean score of 3.00 was recorded for the statement concerning the use of classroom-visitation reports to determine instructional resource requirements. This was followed by the use of information from classroom visits to prepare school improvement plans, with a mean of 2.89. The statement concerning the identification of teachers' instructional needs recorded a mean of 2.71.

However, the statement that information from classroom visits assists principals in coordinating academic programmes recorded a mean of 2.12 and was therefore rejected. The results suggest that respondents generally recognised the usefulness of information obtained through classroom visitation in school administration. However, the supplied indicators are substantially similar to those in the planning table and do not adequately measure communication. The

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interpretation of these results as communication outcomes must therefore be treated cautiously.

Test of Hypothesis One

$H_0$1: There is no significant relationship between principals' classroom visitation and effective management of public secondary schools in Kwara State in terms of communication and planning.

Table 3: Regression Analysis of the Relationship Between Principals' Classroom Visitation and Effective School Management in Terms of Planning and Communication

Model	Unstandardised coefficient (B)	Std. Error	Standardised coefficient (Beta)	t	Sig.
Classroom visitation and planning	80.520	.643		125.272	.000
Classroom visitation and communication	−.652	.043	−.411	−15.244	.000

Source: Researcher's field data.

The results in Table 3 show that the coefficient for classroom visitation and planning is 80.520, with a standard error of .643 and a t-value of 125.272. The corresponding significance value is .000, indicating statistical significance at the .05 level. Similarly, the coefficient for classroom visitation and communication is −.652, with a standard error of .043, a standardised beta coefficient of −.411 and a t-value of −15.244. The significance value is .000, which is also statistically significant at the .05 level.

Since the reported significance values are below .05, the results indicate statistically significant relationships in the supplied regression output. However, the negative coefficient for communication indicates an inverse association under the model's coding, while the positive coefficient reported for planning indicates a positive association. Consequently, the null hypothesis is rejected on the basis of the supplied regression output. This decision is provisional because the table does not identify the dependent and independent variables clearly and is not a Pearson correlation table. The original regression specification and variable coding should be verified before final publication.

Discussion of Findings

Classroom Visitation and Effective School Planning

The findings indicate that principals' classroom visitation contributes to effective school management in terms of planning. The grand mean of 2.76, which is above the criterion mean of 2.50, suggests that respondents generally recognise the importance of information obtained through classroom observations in administrative planning. The highest mean score of 3.01 was recorded for the use of classroom observations to identify teachers' instructional needs when planning school activities. This suggests that classroom visitation provides principals with opportunities to identify areas where teachers require additional professional support. Such information can guide the organisation of

workshops, seminars, mentoring arrangements and other professional development activities.

Similarly, the mean score of 2.81 for the use of classroom-visitation reports in determining instructional resource requirements indicates that classroom observation can inform decisions concerning the provision and distribution of teaching and learning materials. Principals who regularly observe classroom activities are better positioned to identify instructional deficiencies and determine the resources required to address them. The mean score of 2.79 for the use of classroom-visitation information in preparing school improvement plans further demonstrates the administrative value of classroom observation. Effective school planning requires reliable information about instructional activities, teachers' needs and students' learning conditions. Classroom visitation provides a practical means of obtaining such information and incorporating it into school improvement strategies.

However, the mean score of 2.41 for the use of classroom-visitation information in coordinating academic programmes indicates that this aspect requires improvement. This suggests that information obtained during classroom observations does not always translate into effective coordination of academic activities. Principals therefore need to strengthen the connection between instructional supervision and the implementation of school programmes. These findings are consistent with Egwu (2015), who examined principals' performance in the supervision of classroom instruction in Ebonyi State secondary schools and highlighted the importance of supervisory practices in school administration. They also agree with Glickman et al. (2010), who emphasised classroom observation as an important component of instructional supervision and professional development.

Garba et al. (2019) similarly identified classroom visitation as an important supervisory practice associated with teachers' pedagogical activities. Their work reinforces the importance of principals' direct involvement in classroom instruction and the need to utilise information obtained through supervision to improve educational practices. The implication is that principals should regard classroom visitation as an important source of administrative information rather than merely an inspection exercise. Information gathered during visits should be documented and used to identify instructional priorities, formulate school improvement plans, allocate resources and coordinate academic programmes.

Classroom Visitation and Effective School Communication

The descriptive results for communication has a grand mean of 2.68, which is above the criterion mean of 2.50. This suggests general agreement with the supplied statements. The highest mean of 3.00 was recorded for the use of classroom-visitation reports to determine instructional resource requirements, while the lowest mean of 2.12 was recorded for the

use of classroom-visitation information in coordinating academic programmes. However, these indicators largely measure planning and resource management rather than direct communication practices. The results therefore provide limited empirical evidence about communication between principals and teachers. Nevertheless, the conceptual importance of classroom visitation to effective communication remains evident.

Communication is essential to effective school management because it facilitates information sharing, clarification of responsibilities, coordination of activities and resolution of instructional challenges. Principals require effective communication channels to explain school policies, communicate expectations, obtain feedback and maintain productive relationships with teachers.

Classroom visitation provides opportunities for direct communication between principals and teachers. Before classroom observations, principals can discuss the purpose of the visit and clarify the areas of instruction to be observed. Following the observation, they can discuss their findings with teachers, acknowledge effective practices and identify areas requiring improvement. Such discussions can help teachers understand administrative expectations and provide principals with additional information about instructional challenges.

Classroom visitation also creates opportunities for two-way communication. Teachers can explain difficulties associated with lesson delivery, the availability of instructional materials, students' learning needs and classroom management. Principals can use this information to provide professional guidance, make appropriate referrals and take administrative decisions. This interaction can strengthen mutual understanding, cooperation and accountability within the school.

Glickman et al. (2010) emphasised the importance of professional interaction between supervisors and teachers in improving instructional practices. Iroegbu and Etudo-Eyo (2016) also drew attention to the contribution of instructional supervision to teachers' effectiveness. Similarly, Setiyanti et al. (2019) highlighted the role of classroom-visitation supervision in supporting teachers' professional competence and performance. The implication is that principals should ensure that classroom visitation is followed by constructive communication. Visits that involve observation without feedback or professional discussion may fail to address the instructional challenges identified. Principals should therefore establish appropriate procedures for pre-visitation discussions, classroom observations and post-visitation feedback.

Implications for Educational Management

The findings have important implications for the management of public secondary schools in Kwara State.

First, classroom visitation should be integrated into the administrative planning process of secondary schools. Principals need to document observations, identify recurring

instructional challenges and use the information to formulate realistic school improvement plans. This will help ensure that administrative decisions reflect actual classroom conditions.

Second, classroom visitation should be recognised as an important instrument for strengthening professional communication between principals and teachers. Principals should establish an atmosphere in which teachers can freely discuss instructional challenges and receive constructive guidance without perceiving supervision as an exercise in fault-finding.

Third, educational authorities should strengthen the supervisory competencies of principals through relevant professional development programmes. Training should cover classroom observation, instructional assessment, feedback techniques, professional communication and the application of supervisory information to school planning.

Finally, school management should establish appropriate follow-up mechanisms to ensure that recommendations arising from classroom observations are implemented. This will strengthen the connection between instructional supervision, administrative planning and improved teaching and learning.

Conclusion

The study examined the relationship between principals' classroom visitation and effective management of public secondary schools in Kwara State, Nigeria, with particular attention to planning and communication. The descriptive findings indicate that classroom visitation provides useful information for identifying teachers' instructional needs, determining instructional resource requirements and preparing school improvement plans. The grand mean of 2.76 for planning demonstrates general agreement among respondents regarding the administrative value of classroom visitation. However, the relatively low rating concerning the coordination of academic programmes indicates the need for improved utilisation of supervisory information in school administration.

Overall, classroom visitation remains an important component of instructional supervision and effective school management. Its value lies in the opportunities it provides for principals to obtain firsthand information about teaching and learning, make informed administrative decisions, identify professional development needs and strengthen communication with teachers. Regular, systematic and professionally conducted classroom visits, supported by constructive feedback and appropriate follow-up, can contribute to improved school administration and the quality of teaching and learning.

Recommendations

Based on the findings and implications of the study, the following recommendations are made:

1. Principals of public secondary schools in Kwara State should institutionalise regular

and systematic classroom visitation as an essential component of instructional supervision. They should establish visitation schedules, observe instructional activities and provide constructive feedback to teachers to support professional improvement.

2. The Kwara State Ministry of Education and relevant educational management authorities should organise periodic workshops, seminars and professional development programmes to strengthen principals' supervisory and administrative competencies. Such programmes should address classroom observation techniques, instructional leadership, feedback strategies, professional communication and school planning.

3. Principals should systematically use information obtained through classroom visitation when preparing school improvement plans, identifying teachers' professional development needs, allocating instructional resources and coordinating academic activities.

4. School principals should strengthen communication with teachers through pre-visitation discussions, post-visitation conferences and constructive feedback. These practices can promote mutual understanding, professional collaboration and effective implementation of school programmes.

5. Relevant educational authorities should periodically monitor classroom-visitation practices in public secondary schools to ensure that supervision is developmental, supportive and directed towards improving teaching and learning rather than merely enforcing administrative compliance.

6. Principals should maintain appropriate records of classroom observations and supervisory feedback. Such records should be used to monitor teachers' instructional progress, identify recurring challenges and evaluate the effectiveness of interventions arising from classroom visitation.

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