CLASSROOM AND INTER-SCHOOL VISITATION TECHNIQUES UTILIZED BY PRINCIPALS AND SUPERVISORS FOR PROMOTING TEACHER EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE.

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Abstract
This study focused on ascertaining the extent of utilization of supervisory techniques by principals and supervisors for promoting teacher effectiveness in public secondary schools in Anambra State. Four research questions and four null hypotheses guided the study. The study was carried out in all the public secondary schools in the six education zones in Anambra State. The study adopted a census-survey research design on a population of 350 (268 principals and 82 supervisors) respondents. A 35-item researcher constructed questionnaire was used to rate the extent of utilization of supervisory techniques as it relates to; demonstration, classroom visitation, inter-school visitation and micro-teaching. The instrument was validated by three experts, while a grand reliability index of 0.83 was obtained using Cronbach alpha reliability coefficient. Mean scores were used to answer the four research questions while z-test was used to test the four null hypotheses at 0.05 level of significance. The major findings of the study indicated that both principals and supervisors utilize classroom and inter-school visitation techniques for promoting teacher effectiveness in public secondary schools in Anambra State to a moderate extent. Though they both utilize supervisory techniques to a moderate extent, the supervisors seem to record higher utilization of these techniques compared to the principals. It was recommended among others that the State Education Commission, especially the Post-Primary School Service Commission (PPSSC) should embark on monitoring scheme to ensure that principals utilize the supervisory techniques to a high extent.

Keywords: Classroom, Inter-school visitation techniques, Teacher Effectiveness

Introduction

Supervision in a school implies the process of ensuring that principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education are effectively carried out. Akinwumi (2020) stressed that supervision as a field of educational practice with clearly delineated roles and responsibilities did not fall from the sky fully formed, rather supervision emerged slowly as a distinct practice, always in relation to the institutional academic, cultural and professional dynamics that have historically generated to the complex agenda of schooling. Supervision therefore involves the use of expert knowledge and experiences to oversee, evaluate and coordinate the processes of improving teaching and learning activities in schools. Nwaham (2011) noted that the variations in teachers' talents and potentialities, learner's capabilities, teaching methods, societal needs and problems, call for supervision of instruction in schools. During supervision, supervisors advise, criticize, clarify, verify and justify to improve teaching and learning in schools. The philosophy underlying supervision in schools is therefore on periodic criticizing, clarifying, and justifying of teaching methods, needs and problems of schools as well as relevance of instructional materials and the curriculum.

To effectively provide education, there is need to ensure that the educational system is reliable. Reliability in terms of educational system can only be enhanced through supervision. According to Okeafor (2021) supervision can be divided into two categories. These are instructional and personnel supervision. Instructional supervision has been defined as a set of activities, which are carried out with the purpose of making the teaching and learning purpose better for the learner. Personnel supervision on the other hand which is the focus of this study deals with the set of activities, which are carried out

by the supervisor with the basic aim of sensitizing, mobilizing and motivating staff (teachers) in the school towards performing their duties optimally in terms of the achievement of the stated aims and objectives of the educational system. It is in this line that Nwosu (2017) defined supervision as activities directed towards the teachers for stimulating professional instructional effectiveness. In the context of this study, Supervision is therefore defined as a process of helping, guiding and stimulating the teachers with a view to improving their desired professional behaviour and as such. enhance pupils' learning.

The importance of supervision cannot be over-emphasized if the school is to achieve its stated objectives. The Federal Government of Nigeria (2013) recognized the need for supervision when it stated that the success of any educational system depended on efficient administration which invariably embodies school supervision. Ukeje (1999) had cautioned that without thorough supervision, even the best programme set out in a well laid-out or structured, could not be effectively executed.

In the views of Ogunsaju (2012: p.15) he sees the following as the purpose of supervision in the school system. They include to; directly influence the behaviour of teachers and the teaching process as employed to promote teaching and learning, ensure that each individual teacher within the school system has been performing the duties for which he/she was employed, know the performance of the teachers recruited to teach in the school system, cooperatively develop favourable climate for effective teaching and learning, determine whether a teacher should be transferred, promoted, retained or dismissed, improve the incompetent teachers, discover special abilities possessed by teachers in the school, provide a guide for staff development, know the effectiveness of classroom management by the teacher, assess the need of the school and identify some of its most urgent needs.

According to Osakwe (2010), supervision is concerned with the provision of professional assistance and guidance to teachers and students geared towards the achievement of effective teaching and learning in the school. The principal as a supervisor provides a professional guidance to teachers in order to improve their competencies for effective teaching process to enhance the learning and growth of the students. The position of the principal is central and strategic in that he is the key drive to the management of activities in the school organization (Ekundayo, 2010 as cited in Okorji, Asiegbu & Ibeziakor, 2018). The school principals in carrying out their duties assist the teachers to perform effectively in the areas of preparation of lesson plan and lesson notes before lesson delivery, good use of instructional methods and teaching aids, keeping and maintaining of school records, classroom management, among others. This is what is referred to as "teacher effectiveness". Through supervision the principal can provide meaningful feedback and direction to teachers that can have profound effect in the learning that occurs in the classroom.

Accordingly, Peretemode (2021) has outlined many strategies (techniques) available for supervisors to help teachers improve on the job; and also to facilitate effective instruction in schools. Some of the strategies include; self-appraisal method, micro-teaching, classroom visitation, clinical supervision, inter-school visitation, workshop, demonstration, guided practice, research method among others. These methods promote effectiveness of the teacher on the various learning outcomes of the educational system, and also help to realize the goals of teaching and learning. Some of the outstanding strategies applied in Anambra state secondary schools includes; micro-teaching, classroom visitation and inter-school visitation. This study will focus on two of these techniques; Classroom visitation and Inter-school visitation.

Classroom visitation is the most commonly used technique of instructional supervision. It is a situation where a supervisor or a group of supervisors visit a teacher or group of teachers in their various schools. During the visit, the teacher picks a topic from his lesson note and teaches the students while the supervisor sits in the class to observe the teacher's teaching. Classroom visitation has been found to be a very good form of supervisory technique. This is because according to Ogunsaju (2012), it gives the supervisor the opportunity to see the teacher in action.

Inter school visitation technique. Ani (2007) noted is a situation where teachers of different subject areas, qualifications and experiences visit other teachers of the same or different categories in the

classroom to observe them teach certain concepts, apply certain methods or improves, or use instructional materials in their lessons. Nakpodia (2010) also noted that this technique is not commonly used and where it is used, teachers sometimes are not very serious with it.

According to Mgbodile (2016), many schools seem to lack supervision. In some of these schools, students are seen roaming around the complex while teaching is taking place, some classes lay idle during the lesson periods, while teachers spend their time chatting in the staff room during the lesson period. These are some of the situations that show absence of supervisory technique in the school system. Although some principals sometime do assess their teachers while teaching, and as well check their lesson plans and lesson notes, the extent to which these assessments take place is not known, likewise those of Supervisors from education commission, and this may be the cause of teachers' and students' poor job performance (Mgbodile, 2016).

It is to be noted that based on WAEC result published in the last five years, Anambra state that used to take the first/second position had fallen to fourth/fifth position in recent result released by WAEC. This seemingly fallen standard of education in Anambra State secondary schools could be attributed to poor school supervision. Principals and zonal supervisors are expected to provide effective supervision of instruction services by motivating, stimulating and consulting with teachers in order to improve student's academic achievement. Some researchers have found out that principals spent less than one-tenth of their time in supervision (Cooley & Shen 2021). They have been reported to use less than 10% of their time for visiting classes, curriculum related task and staff development. It is also worthy of note that the inter-school visit that was paramount in those days are rarely done in recent time (Goodwin, Cunningham & Childress, 2022). The researchers also observed that the Supervisors from the ministry fails to meet-up with interval visitations as stipulated in their job schedule. This may be the reason why the recent drop in performance of students as published by WAEC 2022 newsletter showing that Anambra took 4th position, unlike in the past (2009-2015) when the state maintained first-second positions. There is therefore the need to assess the extent of classroom and inter-school visitation techniques utilized by principals and supervisors for promoting teacher effectiveness in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent do principals and supervisors utilize classroom visitation technique for promoting teacher effectiveness in secondary schools in Anambra State?
2. To what extent do principals and supervisors utilize inter-school visitation technique for promoting teacher effectiveness in secondary schools in Anambra State?

Hypotheses

The following null hypotheses were formulated to guide this work. They were tested at .05 level of significance.

1. There will be no significant difference between the mean ratings of principals and supervisors on the extent to which classroom visitation is utilized for promoting teacher effectiveness in secondary schools in Anambra State.
2. There will be no significant difference between the mean ratings of principals and supervisors on the extent to which inter-school visitation among teachers is utilized in supervising secondary school teachers in Anambra State.

Methods

This study adopted a census-survey research design to ascertain the extent of utilization of classroom and inter-school visitation techniques by principals and supervisors for promoting teacher effectiveness in public secondary schools in Anambra State. Two research questions and two null hypotheses guided the study. The study was carried out in all the public secondary schools in the six education zones in Anambra State. The population of the study comprised 350 (268 principals and 82 supervisors) respondents. A 35-item researcher constructed questionnaire was used to rate the extent of utilization

of supervisory techniques as it relates to; classroom visitation and inter-school visitation. The instrument was validated by three experts, while a grand reliability index of 0.83 was obtained using Cronbach alpha reliability coefficient. Mean scores were used to answer the two research questions while z-test was used to test the two null hypotheses at 0.05 level of significance.

RESULTS

Research Question One

To what extent do principals and supervisors utilize classroom visitation technique in the supervision of instruction in secondary schools in Anambra State?

Table 1

Mean rating of Principals' and Supervisors' utilization of classroom visitation technique in the supervision of instruction in secondary schools in Anambra State

S/N	ITEMS	PRINCIPALS (N = 249)			SUPERVISORS (N = 69)			TOTAL (N = 318)		
		Mean	SD	Remark	Mean	SD	Remark	Mean	SD	Remark
8	Encouraging teachers to plan lesson before coming to class	3.40	.63	Moderate	3.85	.36	High	3.44	.63	Moderate
9	Assisting teachers to employ instructional aids while teaching	2.96	.60	Moderate	3.51	.60	High	3.00	.62	Moderate
10	Ensuring that the specific objectives planed by the teachers are checked	2.95	.77	Moderate	3.66	.66	High	3.01	.79	Moderate
11	Encouraging teachers to apply appropriate instructional method.	3.46	.50	Moderate	3.36	.74	Moderate	3.37	.72	Moderate
12	Ensuring that appropriate classroom management strategies are achieved.	3.08	.85	Moderate	3.75	.62	High	3.13	.85	Moderate
13	Assisting in observing instructional steps needed for effective teaching and learning.	2.45	.86	Moderate	3.62	.58	High	2.54	.90	Moderate
14	Providing an avenue to identify teachers' area of weakness in the classroom	2.91	.89	Moderate	3.90	.44	High	2.99	.90	Moderate
15	Improving capacity on classroom instructional practices	3.46	.56	Moderate	3.36	.69	Moderate	3.37	.68	Moderate
16	Ensuring that Covering of scheme of work by the teachers is attained	2.91	.75	Moderate	3.57	.64	High	2.97	.76	Moderate
	Grand mean	**2.95**	**.51**	**Moderate**	**3.70**	**.29**	**High**	**3.18**	**.43**	**Moderate**

Table 1 shows the extent to which the Principals and Supervisors utilize classroom visitation technique for promoting teacher effectiveness in secondary schools in Anambra State. Under the Principals' column, it shows that all items (8, 9, 10, 11, 12, 13, 14, 15 & 16) in this section recorded moderate extent utilization. The column for Supervisors indicated that apart from items 11 & 15, all other items

(8, 9, 10, 12, 13, 14 and 16) were highly utilized by the Supervisors as their mean ratings ranges between 3.50 and 4.00. On a general note, the result revealed that the utilization of classroom visitation technique by both Principals and Supervisors for promoting teacher effectiveness in secondary schools in Anambra State is moderate, showing a grand mean of 3.18.

Research Question Two

To what extent do principals and supervisors utilize inter-school visitation technique in the supervision of instruction in secondary schools in Anambra State?

Table 2

Mean rating of Principals' and Supervisors' utilization of inter-school visitation technique in the supervision of instruction in secondary schools in Anambra State

S/N	ITEMS	PRINCIPALS (N = 249)			SUPERVISORS (N = 69)			TOTAL (N = 318)		
		Mean	SD	Remark	Mean	SD	Remark	Mean	SD	Remark
17	Stating clearly the objectives of school visitation before embarking on supervision.	3.59	.50	High	3.15	.68	Moderate	3.19	.67	Moderate
18	Documenting the status of the visiting teachers before the exercise.	3.46	.56	Moderate	3.36	.69	Moderate	3.37	.68	Moderate
19	Helping Visiting teachers in organizing co-curricular activity.	3.15	.54	Moderate	3.38	.49	Moderate	3.17	.54	Moderate
20	Advising visiting teachers to apply certain concepts and methods during their lessons	3.28	.67	Moderate	3.31	.47	Moderate	3.28	.65	Moderate
21	Encouraging experienced teachers to teach the less experienced teachers during inter school visitation	3.39	.76	Moderate	3.67	.47	Moderate	3.42	.74	Moderate
22	identifying the visiting teachers' area of weakness	3.08	.79	Moderate	3.90	.30	High	3.15	.80	Moderate
23	Using Knowledge of teachers' area of weaknesses in providing feedback	3.04	.77	Moderate	3.23	.42	Moderate	3.06	.75	Moderate
24	Conducting post–conference meetings with the visiting teachers to discuss their experience	2.70	1.12	Moderate	2.79	.69	Moderate	2.71	1.09	Moderate
25	Evaluating performance of schools & give feedback for improvement	3.19	.69	Moderate	3.52	.50	High	3.22	.68	Moderate
	Grand mean	**3.12**	**.51**	**Moderate**	**3.40**	**.26**	**Moderate**	**3,24**	**.43**	**Moderate**

Result of Table 2 shows the extent to which the Principals and Supervisors utilize inter-school visitation technique for promoting teacher effectiveness in secondary schools in Anambra State. With regards to the Principals' column, the result revealed that all items (18, 19, 20, 21, 22, 23, 24 & 25) in this section recorded moderate extent utilization, with special emphasis on item 17 that recorded high extent utilization. The column for Supervisors indicated that items 21, 22 & 25, were utilized on a high extent while other items (17, 18, 19, 20, 23 and 24) were moderately utilized by the Supervisors. On a general note, the result revealed that the utilization of inter-school visitation technique by both Principals and Supervisors for promoting teacher effectiveness in secondary schools in Anambra State is moderate, showing a grand mean of 3,24

Test of Hypotheses

Hypothesis One

There is no significant difference between the mean ratings of principals and supervisors on the extent to which classroom visitation technique is utilized for promoting teacher effectiveness in secondary schools in Anambra State.

Table 3

t-test output of the mean ratings of principals and supervisors on the extent of utilization of classroom visitation technique in secondary schools in Anambra state.

Variable	Status	N	Mean	SD	z-cal	df	p-value	Decision
Delegation of duties skill	Principals	349	2.952	.512	11.168	736	0.000	Sig.
	Supervisors	69	3.695	.293				

S- Significant @ z-cal> p-value 0.000

Table 3 shows that there is significance difference in the mean ratings of principals and supervisors on the extent of utilization of classroom visitation technique in secondary school in Anambra State. With values of t-test obtained (t = 11.17, df = 736, p-value = 0.000), the null hypothesis was rejected. Thus, it is concluded that there is significance difference in the mean ratings of principals and supervisors on the extent to which classroom visitation technique is utilized for promoting teacher effectiveness in secondary schools in Anambra State.

Hypothesis Two

There is no significant difference between the mean ratings of principals and supervisors on the extent to which inter-school visitation technique is utilized for promoting teacher effectiveness in secondary schools in Anambra State.

Table 4

t-test output of the mean ratings of principals and supervisors on the extent of utilization of inter-school visitation technique in secondary schools in Anambra state.

Variable	Status	N	Mean	SD	z-cal	df	p-value	Decision
Delegation of duties skill	Principals	349	3.1194	.50695	4.276	736	0.000	Sig.
	Supervisors	69	3.4005	.26318				

S- Significant @ z-cal> p-value 0.000

Table 4 shows that there is significance difference in the mean ratings of principals and supervisors on the extent of utilization of inter-school visitation technique in secondary school in Anambra State. With values of t-test obtained (t = 4.28, df = 736, p-value = 0.000), the null hypothesis was rejected. Thus, it is concluded that there is significance difference in the mean ratings of principals and supervisors on the extent to which inter-school visitation technique is utilized for promoting teacher effectiveness in secondary schools in Anambra State.

Summary of Findings

1. The extent of utilization of classroom visitation technique by both Principals and Supervisors for promoting teacher effectiveness in secondary schools in Anambra State is moderate.
2. The extent of principals' and Supervisors' utilization of inter-school visitation technique for promoting teacher effectiveness in secondary school in Anambra State is moderate.
3. There is significance difference in the mean ratings of principals and supervisors on the extent to which classroom visitation technique is utilized for promoting teacher effectiveness in secondary schools in Anambra State.
4. There is significance difference in the mean ratings of principals and supervisors on the extent to which inter-school visitation technique is utilized for promoting teacher effectiveness in secondary schools in Anambra State.

Discussion of Results

Extent of principals' and Supervisors' utilization of classroom visitation technique for promoting teacher effectiveness in secondary school in Anambra State.

Generally, the result of the findings shows a high extent utilization of classroom visitation by the principals and supervisors. With a grand mean scores of 3.18 (moderate extent) the Principals and Supervisors utilizes classroom visitation technique for promoting teacher effectiveness in secondary schools in Anambra State, to moderate extent. Although the result shows that supervisors utilize classroom visitation more regularly than the principals. This is in conformity with the idea of Elujekwute, et al (2021) that principals in school system are always too busy because they have many administration functions to attend to. This inevitably affects how regular they supervise teachers during classroom visitation. Elujekwute, et al also observed that classroom visitation technique significantly influences teachers' job performance. This means that both Principals and Supervisors in Anambra State utilizes demonstration technique to a moderate extent.

Extent of principals' and Supervisors' utilization of inter-school visitation technique for promoting teacher effectiveness in secondary school in Anambra State.

Generally, the result of the findings shows a high extent utilization of inter-school visitation by the principals and supervisors. With a grand mean scores of 3.24 (moderate extent) the Principals and Supervisors utilizes inter-school visitation technique for promoting teacher effectiveness in secondary schools in Anambra State, to moderate extent. This agrees with the view of Okeafor (2021) who noted that, inter-school visitation technique is very important in helping new and less experienced teachers improve in their teaching skills. This may be the reason why teachers in Anambra State has been fluctuating at the top of their teaching career.

Results of the four Null Hypotheses.

Based on the results of the two null hypotheses, all two null hypotheses were not accepted (rejected), having obtained calculated z-values greater than the significance values (z-cal> 1.96) for each. This shows that; "there is significance difference in the mean ratings of principals and supervisors on the extent to which classroom visitation technique is utilized for promoting teacher effectiveness in secondary schools in Anambra State" and "there is significance difference in the mean ratings of principals and supervisors on the extent to which inter-school visitation technique is utilized for promoting teacher effectiveness in secondary schools in Anambra State".

The result shows that all two variables of supervisory techniques (classroom visitation and inter-school visitation) were well utilized by Supervisors better than the principals for promoting teacher effectiveness in secondary schools in Anambra State. This may be as a result of the saying that "familiarity brings contempt" which means that as the principals becomes more familiar with the teachers and the school system, they tend to exhibit less-affairs attitude towards the utilization of their supervisory roles.

Conclusion

The extent of utilization of Supervisory techniques (classroom and inter-school visitations) by both Principals and Supervisors for promoting teacher effectiveness in secondary schools in Anambra State is moderate. The research concludes that even though both principals and supervisors had high extent utilization of the identified supervisory techniques, the supervisors seem to record higher utilization of these techniques compared to the principals in Anambra State. This is revealed by the outcome of the ratings of the respondents in the analyses.

Recommendations

Based on the findings of the study, the following recommendations were made;

1. The State Education Commission, especially the Post-Primary School Service Commission (PPSSC) should embark on monitoring scheme to ensure that principals utilize the supervisory techniques to a very high extent, especially classroom visitation and inter-school visitation which were rated high extent.

2. The PPSSC should also monitor the Supervisors to ensure they perform their supervisory activities as often as possible, so as to improve teacher effectiveness in schools in Anambra State.

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