

Principals' Classroom Visitation and its Influence on Teachers' Pedagogical Practices in Public Secondary Schools at Bauchi State, Nigeria

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Abstract: - This study sought 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 and make recommendations for improvement of teachers' pedagogical practices. 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 $\alpha=.05$ 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 ($R^2=.138$, $F(1,373) = 59.691$ $p<.05$). Given this evidence, the null hypothesis that principals' classroom visitation does not significantly influence teachers' pedagogical practices was rejected. And the alternative hypothesis that principals' classroom visitation significantly influences teachers' pedagogical practices was accepted. 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.

Keywords: Instructional Supervision, Classroom Visitation, Pedagogical practices

I. INTRODUCTION

According to Glickman, Gordon and Ross-Gordon, (2010), classroom visits provide an opportunity for principals and teachers to come into face-to-face contact in actual teaching-learning situations. Classroom visits may be formal or informal (Gold-Hammer, 1969). Formal visit usually involves procedural approach, better known as clinical

supervision. According to Rashid's (2001) research about the perception of teachers on supervisory practices in Riyadh schools, classroom visitation enhances teachers' performance. The study further revealed that conducting classroom visits through the clinical supervision process improved both teacher and students' standing (Rashid, 2001). Similarly, it has been asserted that clinical supervision enhances students' learning process (Nahed, 2012). The present study focused on the influence of principals' pre-observation conference and feedback on pedagogical practices of teachers in Public secondary schools in Bauchi state, Nigeria.

Classroom visit has 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). In conducting formal supervision, ideally the supervisor plans the visit in collaboration with the teacher concerned during the pre-observation conference; the supervisor records data during the teaching process (actual lesson observation), while at end of the lesson, the teacher is provided with feedback on the whole exercise in a post-observation conference (Nolan & Hoover, 2011; Simbano, 2013; Days, 2000; Zepeda, 2012).

However, both formal and informal visits should enable the principals and teachers to evaluate performance (Zepeda, 2003). Griffins (1996) emphasize the principals need to observe their teachers formally regularly. Griffins, further, stress that principals should make notes while observing teachers in the classroom and work with a clear commitment and ensure they discuss their observations with teachers after the lesson to improve the instructions. Through these processes, the teacher's standing is likely to be highly improved, especially when identified shortcomings are rectified. This is supported by Ngunjiri (2012) who contend that classroom visit aims to encourage teachers to be keen on their work. And by being able to detect problems in the course of supervision teachers are motivated to develop problem-solving skills (ibid). Griffins (1996) emphasize the principals need to observe their teachers formally regularly. Griffins, further, stress that principals should make notes while observing teachers in the classroom and work with a clear

commitment and ensure they discuss their observations with teachers after the lesson to improve the instructions.

According to Fischer (2011), supervision of teachers through classroom visits may include walk-throughs, informal class observations and formal class observation. For Fischer, walk-through refers to an observation briefly which provides a quick look at teachers' performance and environmental factors in the classroom setting. Classroom visits also help to ensure teachers' regular attendance, punctuality and use of appropriate resources and methods. On the whole, the process ensures continuous improvement of the teacher, because of the regular interactions and exchange of ideas (Zepeda, 2003).

During class visits, the principal offers direct assistance to the teacher in a potentially difficult situation (Glickman et al., 2013). It may be a daily affair in which the principal assists teachers personally with instructional materials, lesson planning, selection of teaching aids and methods, etc. This assistance can be formal or informal. Glickman et al. (2007) described direct assistance as the provision of personal ongoing contact with the individual teacher to observe and assist in classroom instruction. This kind of assistance provides support and reinforcements for teachers' pedagogical effectiveness. From the foregoing literature, it could be deduced that ineffective application of classroom visits likely to make a negative impact on the teaching and learning process in schools. In this study principals' classroom visit was the independent variable characterized by pre-observation conference, lesson observation, post-observation conference, and walk-throughs. The dependent variable, on the other hand, was teachers' pedagogical practices characterized by planning lessons, methods of teaching, instructions and feedback to students.

Reports from the Ministry of Education Bauchi state indicated that the performance of public secondary school students in National Examinations in the state has been persistently poor over several years. Within the period between 2011 and 2014, passes at credit levels stood at: 4.3% in 2011; 4.2% in 2012; 4.5% in 2013; 5.28% in 2014. Given these results, a very significant number of youths from Bauchi state could not attain entry requirements for universities and colleges for higher education. Similarly, the middle-class manpower produced at the secondary school level is ill-prepared.

Statement of the Problem

There has been a widespread outcry by stakeholders and the public against the persistent poor performance of public secondary school students in national examinations in Bauchi state. The public purportedly blames the unfortunate trend on teachers' poor pedagogical practices. The perceived failure of teachers to perform their responsibilities raised concerns on the effectiveness of principals' supervision of teaching in public secondary schools. However, this suspicion has not been confirmed or disproved by a scientific study. This study investigated the extent principals perform classroom visits and

their influence on pedagogical practices of teachers in public secondary schools of Bauchi state, Nigeria.

Study Objectives

The study was guided the following objectives:

1. To examine the extent principals implement classroom visits in public secondary schools in Bauchi state, Nigeria.
2. To find out the effect of principals' classroom visitation on teachers' pedagogical practices in public secondary schools in Bauchi state, Nigeria.

Research Question and Hypothesis

Research Question: What is the extent to which principals in public secondary schools in Bauchi state implement classroom visitation?

Null Hypothesis: H_0 : Principals' classroom visitation does not significantly influence teachers' pedagogical practices in public secondary schools in Bauchi state, Nigeria.

Alternative Hypothesis: H_a : Principals' classroom visitation significantly influences teachers' pedagogical practices in public secondary schools in Bauchi state, Nigeria.

II. LITERATURE REVIEWED

Principals' classroom visit is conducted for the sole purpose of improving teaching and learning. Supporting this assertion, Rashid's (2001) study on the perception of teachers about supervisory practices in Riyadh schools indicated that classroom visitation enhances teachers' performance. The study further revealed that conducting classroom visitation through the clinical supervision process (procedural) seemed to have the quality to improve both teacher and students' standing. (Rashid, 2001). In a similar study in Egypt clinical supervision appears to have been enhancing students' learning process (Nahed, 2012). The procedure of clinical supervision is widely used by many educational systems as a viable means to enhance the supervision process and improve instructions (Benigno, 2016).

There are multiple ways of conducting the supervision of instruction. However, the clinical supervision model is highly accepted in many parts of the world (Glickman, Gordon, & Ross-Gordon 2014). Sullivan and Glanz, (2009) stated, that research on clinical supervision, which has emerged as a major force in educational supervision since the 1970s, has been replete with concepts of collegiality, collaboration, assistance, and improvement of instruction. Morris Cogan developed clinical supervision at Harvard University School of Education (Cogan, 1973). The term 'clinical' is a borrowed word from medical and suggests the practice of mutual understanding in supervision processes (Pajak, 1993). Tesfaw and Hofman (2012) conceptualized clinical supervision as a process in supervisory activities for the enhancement of teachers' professional growth, which usually consists of several

stages such as pre-observation conference, an observation by a supervisor and post-observation

Gold-Hammer, (1969) outlined five stages of actualizing clinical supervision. However, these days three expansive stages are utilized (Glickman, Gordon, & Ross-Gordon 2014). Pre-observation discussion is the primary stage, trailed by the real lesson observation, and then post-meeting (Blasé & Blasé, 2004). Clinical supervision is identified with developmental evaluation planning to improve the instructor's educational practices (Nahed, 2012). As indicated by Sergiovanni and Starratt (2007), clinical supervision is an "eye to eye contact with teachers to improve guidance and expand professional development" (p. 23). It is a successive, cyclic and orderly supervisory procedure that includes up close and personal connection among teachers and principals intended to improve the teachers' classroom performance (Kutsyuruba, 2003).

In a study on principals' supervision in junior-senior high school districts in Nassau County New York, Ramano (2014) revealed that in consensus, the respondent teachers portrayed that the classroom observer should be honest, maintain confidentiality and utilize the process for the express purpose of promoting instructional improvement. Hussien, (2015) investigated the instructional supervisory approaches practiced in preparatory schools of Arsi zone, Ethiopia and found that classroom visitation was not frequently conducted by a majority of principals. The findings further revealed that supervisors do not often inform teachers before visiting classes for lesson observation. Abebe (2014) examined classroom observation procedures at government secondary schools of Kamashi and found that although supervisors carried out classroom visits, they would not arrange such visits with the teachers concerned.

Zepeda (2010) argue that supervisor' classroom observations can only positively influence teacher job performance when a good relationship exists between teachers and supervisors. Principals' supervisory activities of classroom visitation were under-researched generally in developing countries like Nigeria and in particular Bauchi state, the study locale (Mohammed 2015). The study assessed the influence of principals' supervisory activities of classroom visitation on teachers' pedagogical practices in public secondary schools.

Simbano, (2013) investigated the influence of the principals' supervision functions on teachers' work performance in the Arusha Municipality, Tanzania. The findings revealed that teachers benefit from principals' instructional supervision. Similarly, Paul, Musaaazi and Oonyu, (2016) study on the effect of supervision on teachers' practices revealed that supervision of teaching improves instructions, but it was not adequately conducted in public secondary schools in Uganda. Also, in a paper on supervisors' practices and teachers' effectiveness, Sule, et al. (2015) posits that the competence level of teachers increases with classroom observation. The

current study assessed the extent of principals' classroom visitation and how teachers' practices are affected by them.

Sultans (2017), study the effects of supervision on teachers' performance in Kuwaiti high schools. The participants comprised 24 teaching staff taken from secondary schools in Kuwait. In response to the research question of whether supervision influences the work performance of teachers, the participants unanimously agreed that teacher's performance was significantly influenced by principals' instructional supervision. The study further reported the opinions of teachers regarding supervisory styles in Kuwaiti secondary schools. One of the teachers opined that the present supervision process had numerous inadequacies; citing further that the school heads relied upon only what they saw, totally neglecting to have discussions with teachers on the issues confronting them. The study concluded that activities of supervising teaching were not effectively carried out by the majority of principals in public secondary schools.

Similarly, Minnear-Peplinski (2009), a dissertation on principals' and teachers' perceptions of supervision revealed that teachers experienced undemocratic supervision in their schools. Sailesh, Marohaini, and Sathiamoorthy (2011) carried out research to determine perceptions teachers held on instructional supervision in three Asian countries. Major issues that came up in the study include, that the process of instructional supervision should be continuous; that teachers should be involved in the process of instructional supervision from the pre-observation conference, through the observation to the post-observation conference

Principals adopt different strategies in conducting classroom visits and observation of teachers' instructions. In a study of supervision of special education instruction in rural public school districts Blacksburg Virginia, Bays (2001) found that principals employed three main techniques to implement supervision of instructions in their schools. First, they used the observation and evaluation process as formal means; secondly, adopt supervision by wandering (walk-throughs) and thirdly, they utilize open communication with the teachers as informal means of supervising pedagogical activities. Procedural (clinical supervision), cited earlier in this discussion is characterized by three broad stages, namely pre-observation conference, observation, and post-observation conference (Nolan and Hoover, 2011).

Pre-observation Conference

The pre-observation conference signifies the formal discussions held between the principal and the teacher or teachers to be observed. During pre-observation discussions, the principal informs teachers about the objective of the exercise, what materials may be required and then they agree on the time and venue. Nolan and Hoover (2011) contend that pre-observation conferences are required to establish cordial relations and trust between the principal and the supervisee. Zepeda (2010) writing about successful supervision asserts that instructional supervision objectives can only be achieved

when there is collaboration between the teachers and the principal. These assertions imply that principals should be equipped with skills of interpersonal relationships. Furthermore, it is indicated by the researchers that principals must have competent skills in instructional supervision for them to succeed.

Observation and Data Collection

Classroom observation also called lesson observation is the actual supervisory activity of watching the teacher while conducting instructions. This comes after all arrangements have been concluded between the supervisor (principal) and the supervisee (teacher). The principal sits in the classroom, watching the teacher delivering the lesson. The principal records data on all the activities carried out by both the teacher and the students throughout the lesson. Heneman, Milanowski, Kimbal, and Odden, (2006) study on teacher evaluation noted that based on the school and the principal, different formats of data collection are used. In some schools principals devise their strategies of making notes while observing teachers. In other schools, standardized checklists are adopted and used by principals. In a study of the influence of principals' supervision on teachers' work performance in Tanzania, Simbano (2013) observed that teachers and supervisors commonly share the assessment process. The notes taken by the principal during observation of instructions form the basis for discussion after the lesson (Simbano, 2013). When discussing the importance of lesson observation, Massey (2004), the paper asserts that observation foster teacher' pedagogical practices and, in turn, improve students learning. The present study assessed the degree to which principals involve teachers' in the classroom observation process.

Post- observation Conference

Presumably, a post-observation conference is the final stage of lesson observation. During the post-observation conference, the principal is supposed to discuss with the teacher whose lesson was observed, the notes they recorded during instructions. In this regard, Zepeda (2012), writing about instructional supervision in public schools noted that during the post-observation conference, teachers whose lessons have been observed are provided with feedback on the performance in the lesson. Similarly, Glickman et al. (2013) contend that during the post-observation conference, data recorded and analysed by the principal concerning behaviours of both teacher and students in the course of observation were reflected. Furthermore, Sultan's (2017) study in Kuwaiti high school on the effect of instructional supervision on the teacher indicated that feedback from lesson observation had a positive, significant impact on teachers' work performance. The findings in the above studies suggest that if principals organize supervision activities collaboratively with their teachers, implement them in a collegial manner and discuss the outcome, it would be more successful. However, in a related study on practices of instructional supervision in

public schools in Ethiopia, Hussein (2015) found that principals do not inform teachers before the observation and also they do not hold discussions with them after the lesson observation. The implication is that findings significantly improve teachers' instructional performance.

It has been noted that feedback provided to the teacher from an evaluation collaboratively organised can assist the teacher to become aware of his or her strengths and weaknesses from an outsider's viewpoint (Zepeda 2012). These assertions suggest that teachers can become committed and improve classroom instructions if given feedback that confirms positive characteristic in their instructions and also reflect on areas needing improvement. In this direction, Days et al. (2000) observe that good relationships in the school enhance teachers' commitment and focus on school goals.

The literature reviewed limit investigations to principals' performance of classroom visitation and lesson observation. In the studies reviewed also evidence of the causal relationship between principals' classroom visitation and teachers' instruction practices was not established by many studies. Moreover, these studies were not conducted in the present study locale. The current study aimed to determine the extent principals implement classroom visitation and its influence on teachers' pedagogical practices in public secondary schools of Bauchi state. The present study also aimed to establish a causal relationship between principals' classroom observation and teachers' pedagogical practices

Walk-throughs

A walkthrough is an observation intermission lasting a few minutes which provides a quick look at the teachers' performance in the classroom. Cervone and Martinez-Miller (2007) assert that classroom walkthroughs are a tool to "drive a cycle of continuous improvement by focusing on the effects of instruction. Accordingly, Fischer (2011), suggested that instructional supervision undertaken through classroom visitation may comprise a walkthrough to observe classroom situation informally. Walk-throughs have been described as more appropriate for seeing the teacher at work because of its impromptu nature that allows observing true situations (Joseph, 2012). Supervision of instructions by walk-throughs was found to be a consistent routine undertaken by principals in some schools in the United States of America Bays (2001). According to Skretta (2007), one the importance of walk-throughs is that principal can utilize them to gather information which may be employed to engage teachers in discussions about their instructional performance. The foregoing debates suggest that if walk-throughs are well organized and focused, they are likely to enhance teachers' pedagogical practices.

III. METHODOLOGY

Descriptive, cross-sectional survey research design was adopted to examine the current principals' practice of classroom visitation in in public secondary schools at Bauchi

state, Nigeria. Descriptive survey design was chosen because of its suitability for studies that involve examining and reporting a given situation as it exists. Also, it was considered because the design enables the collection of data on a large scale within a short period. (Creswell, 2012; Orodho, et al. 2016). The study was guided by a research question and one research hypothesis. Principals' classroom visitation and teachers' pedagogical practices were the independent and dependent variables respectively for this study. The target population included 285 principals and 3,835 teachers. The participants in this study comprised of 29 principals and 385 teachers selected randomly. Questionnaires and document observation checklist were used for data collection. Descriptive and Inferential statistics were used to analyze

quantitative data. The findings were presented in tables and text.

IV. FINDINGS

Objective 1:

Principals' implementation of classroom visits in public secondary schools at Bauchi state, Nigeria.

The study sought to assess the extent to which principals involve teachers in the arrangements for classroom visits; record data during lesson observation; provide teachers with feedback after observation and execute unscheduled visits. The results are presented on Table 1.

Table 1: Principals' and Teachers' Response on Classroom Visitation Activities

The Principal...	Respondents	Disagree		Neutral		Agree	
		F	%	F	%	F	%
Arranges with teachers on when to observe lessons	Principals Teachers	23 316	79.3 84.3	2 27	6.9 7.2	4 32	13.8 8.5
Records notes during lesson observation	Principals Teachers	15 199	51.7 53.1	1 64	3.4 17.1	13 112	44.8 29.9
Provides the teacher with feedback after observation	Principals Teachers	16 279	55.2 74.6	4 20	13.8 5.3	9 75	31.0 20.1
Pays unscheduled visits to observe teachers in class	Principals Teachers	4 92	13.8 24.5	2 56	6.9 14.9	23 227	79.3 60.6

The data on Table 1 shows the analysis that the majority, 23/375 (79.3%) of principals indicated that they do not discuss with their teachers to make arrangements before classroom observation. The teachers' response also indicates that the majority, 316/375 (84.3%) of the teachers said principals do not hold a conference with them to make arrangements before observing their lessons. However very few, 32/375 (8.9%) of the teachers agreed that principals implement-observation conferences with teachers in their schools, whereas, 27(7%) of the teacher respondents were noncommittal. This result was in congruence with some studies shown in the reviewed literature that revealed that the majority of teachers in public secondary schools disagreed that their principals arranged with the teachers before classroom observation. (Kedir, 2011; Sultan; 2017 & Simbano, 2013).

On the contrary, however, the results of this study deviated from those of studies conducted by Benedict (2013) and Sekunda (2013) on classroom visitation. Both Benedict and Sekunda found that the majority of the teachers agreed that their principals discussed with them individually and or in groups before their lesson observation. This deviation was an indication that some principals have a better appreciation of the importance of holding pre-observation conferences. We may also think of two possible reasons such as the level of commitment and techniques that work for the principals. However, Nolan and Hoover (2011) emphasized that pre-

observation conferences are required to establish cordial relations and trust between the principal and the supervisee.

Talking with the teacher before the observation is very important to acquaint the teacher with the objectives of the exercise (Nolan & Hoover, 2011) Also, it will assist in developing a good relationship which is required for the supervision to succeed. Glickman et al. (2014) assert that human relation skill is a prerequisite requirement for successful instructional supervision. Accordingly, in support Zepeda (2010) stressed that supervisors' classroom observations can only positively influence teachers' job performance when a good relationship exists between teachers and supervisors. Going by the results found in this study, it can be concluded that many principals in public secondary schools in Bauchi do not hold pre-observation conferences with their teachers. This situation may likely lead to teachers developing a negative attitude toward principals' supervision also their performance may be affected. Therefore, about the foregoing views, this study opines that instruction supervision that fails to incorporate teachers' rapport is unlikely to succeed.

Recording notes during lesson observation

Further, on the actual lesson observation, the data on Table 1 reveals that more than half, 15/29 (51.7%) of the principals indicated they do not record notes during lesson observation. This was confirmed by more than half, 199/375 (53.1%) of the teachers that disagreed with the statement that principals

record notes on teachers' and students' activities during lesson observation. These results imply that principals in public secondary schools were not at par in terms of data collection during lesson observation hence much need to be done to improve this. Similar findings were reported in several reviewed literature (Kimbal and Odden 2006; Simbano 2013; Hussein 2015; Mohammed 2015; Abebe 2014 & Sultan 2017).

The fact that classroom observation is conducted for the sole purpose of improving instructions, it is very important to document teacher's and students' activities during lesson observation. The notes written when the teacher was performing the actual teaching provide first-hand information on how the teacher fared in the instructions (Zepeda, 2010). On his part, emphasizing the importance of the process, Oyedeji (2016) viewed undertaking formal classroom visits as an important function of the principals that entails data collection, feedback and the consequent improvement of instructions.

Nevertheless, it has been argued that formal classroom visit involves interaction before the visit and data taking during the presentation of the lesson and feedback immediately after the instruction (Glickman, Gordon, & Ross-Gordon, 2014). Glickman et al. further stressed that the data gathered is used as a guide to determine areas that need to be improved in the teacher's performance. If data is not recorded, effective feedback cannot be ascertained and consequently, the purpose of the whole exercise is defeated. However, the findings of this study revealed that the practice of collecting data during lesson observation was least performed by many principals in public secondary schools in Bauchi state. Sultan, (2017) opines that neglect of data collection at lesson observation could affect the process of feedback.

Providing teachers with feedback after observation

The data on table 1 depicting the response to the statement that principals hold discussions with teachers after lesson observation, indicates that majority, 16/29 (55.2%) of the principals do not hold a post-observation conference with teachers. The data on table 4.18 also indicated that majority 279/375 (74.6%) of the teachers disagreed that principals provide them with detailed feedback after lesson observation. Therefore these results show that the majority of principals do not hold post-observation conferences with their teachers. The findings of this study suggest that the post-observation conference was least performed by many principals in public secondary schools in Bauchi state. In other words, principals do not provide teachers with feedback on supervision conducted. This finding was in agreement with those of studies carried out by Paul et al. (2016) in Uganda and Kedir (2011) in Ethiopia. Both studies found that the majority of teachers in public secondary schools disagreed that principals provide them with feedback after lesson observation. Principals should endeavour to provide teachers with the feedback of class observation as it will show areas needing improvement. This

view was supported by Sultan (2017) when he asserts that the effect of feedback from lesson observation had a positive, significant impact on teachers' work performance.

Unscheduled classroom visits

The data depicted in table 1 reveals that majority, 23/29 (79.3%) of the principals conduct lesson observation through unscheduled visits (walk-throughs) to classes to observe teachers at work. On their part, majority 227/375 (60%) of the teachers also agreed that principals preferred making unscheduled visits to classrooms to observe teachers' lessons. These results indicate that many principals in public secondary schools would rather take teachers by surprise to see them at work than making formal arrangements. In congruence with these results, Buregeya's (2011) study findings revealed that a greater percentage of principals in public secondary school in Wakiso, Uganda preferred unscheduled visits to classrooms to informally observe teachers at work. In this direction, it was also found that principals normally just pass by or enter the classroom for five minutes to observe instructions (Al-Hosani, 2015). However, the findings of this study deviate from that of the study conducted by Muthoni (2017), whose study found that the majority of principals arranged formal visits to observe teachers' lessons in their classes in Meru and Tharaka-Nithi in Kenya.

Judging from the findings in this study, it can be deduced that most principals in public secondary schools in Bauchi state, Nigeria did not endeavour to make formal arrangements with teachers for classroom visits. This suggests that many principals prefer to pay surprise visits to classes when lessons were going on. Such practice was a negation of procedural supervision process which is democratic and found to be effective in improving teachers' stand (Defaru and Asrat 2015; Goldhammer 1969 & Glickman et al. 2013) Supporting this view further, it is asserted the clinical supervision, which is procedural, and appears to have been enhancing students' learning process (Nahed, (2012). Furthermore, it was observed that the procedural supervision characterized by the formal visit is widely used by the much educational system as a viable means to enhance the supervision process and improve teachers' instructions (Benigno, 2016). In line with the preceding arguments, on their part, Sailesh, Marohaini and Sathiamoorthy, (2011) opined that the process of instructional supervision should be continuous; that teachers should be involved in the process from the pre-observation conference, through the observation to the post-observation conference.

Results from the data on Table one were further summarized to determine the extent to which principals implement classroom visitation in public secondary schools. The findings of the study show that classroom observation by unscheduled visits (walk-throughs) was preferred by many principals. This finding implies that formal supervision was neglected by majority of principals. Another supervisory activity that seemed to be least performed was principals' taking data

when observing teaching. Conducting pre-observation and post-observation conferences were also least performed by many principals in public secondary schools in Bauchi state. Therefore, about these findings, the study discovered that the majority of principals in public secondary schools in Bauchi state did not organise formal classroom visits. Also, they did not involve their teachers in planning and implementing classroom observation. It has been noted that for the improvement of the teachers, instructional supervision usually consists of several stages such as pre-conference, an observation by the supervisor and post-observation interactions (Tesfaw and Hofman, 2012; Glickman et.al, 2010). Expressing a view on teacher supervision, Zepeda, (2010) opines that failure to engage teachers before and after lesson observation could create a communication gap between teachers and principals.

On the other hand, the document analysis in this study revealed that there were few records of planned supervisory activities in most public secondary schools in Bauchi state. In line with this, Wanzare (2012) found that instructional supervision activities in public secondary schools were characterized by inconsistency. From the foregoing, findings

of the current study conclude that principals’ instructional supervision of classroom visits in public secondary schools of Bauchi state lacked proper organization and implementation by most principals. Similarly, Minnear-Peplinski (2009), observed that many principals conduct classroom observation devoid of teachers’ participation in the process.

Objective 2: Find out the effect of principals’ classroom visits on teachers’ pedagogical practices in public secondary schools in Bauchi state, Nigeria.

The research hypothesis states that:

H₀: Principals’ classroom visitation does not significantly influence teachers’ pedagogical practices in public secondary schools at Bauchi state, Nigeria

H_a: Principals’ classroom visitation significantly influences teachers’ pedagogical practices in public secondary schools at Bauchi state, Nigeria

Simple linear regression analysis was carried out to test the hypothesis at $\alpha=.05$ level of significance. The results are presented in Tables 2, 3 and 4

Table 2: The Regression Model Summary

Model Summary					
Model	R	R -Squared	Adjusted R Squared	Std. Error of the Estimate	Sig.
1	.371	.138	.136	6.993	.000
a. Predictors: (Constant), Classroom visitation					
b. Dependent Variable: Teachers pedagogical practices					

The results of the model summary in Table 2 reveals that only 13.8% (R squared=0.138) of teachers’ pedagogical practices was accounted for by principals’ classroom visitation. This implies that 86.2% of teachers' pedagogical practices could be explained by other factors not included in the model.

Table 3 shows the results of Analysis of Variance (ANOVA) test to determine the significance of the regression model in predicting the teachers’ pedagogical practices

Table 3: ANOVA Results for Significant of the Regression Model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2918.62	1	2918.92	59.691	.000
	Residual	18237.93	373	48.895		
	Total	21156.54	374			
a. Dependent Variable: Teachers pedagogical practices						
b. Predictors: (Constant), classroom visitation						

Table 3 shows the ANOVA results of $F=59.691$ with 1 and 373 degrees of freedom and F being significant at less than $p<.05$ level. This indicates that the model was statistically significant in predicting the dependent variable (teachers’ pedagogical practices). In other words, this result meant that

the model can be used to predict significantly the degree to which classroom visitation influence pedagogical practices.

Table 4 provides information on the amount of improvement in the value of teachers’ pedagogical practices as a result of a unit increase in principals’ classroom visit.

Table 4: Results of the Regression Coefficient

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	47.429	1.807		28.67	.000
	Classroom visitation	.896	.116	.371	7.726	.000
a. Dependent Variable: Teachers pedagogical practices						

Results of the regression coefficient revealed that a unit (1) increase in principals classroom visitation would increase teachers' pedagogical practices by approximately 0.896, ($\beta=.896$, $t=7.726$, $p<.05$). The result implies that principal' classroom visitation significantly foster teachers' pedagogical practices.

Findings of the Regression Analysis

The Model Summary (Table 2) depicts Coefficient Correlation $r=.371$, indicating that a moderate positive relationship exists between principals' classroom visitation and teachers' pedagogical practices. Further, the result reveals that the Coefficient of determination given by $R^2=.138$ suggests that 13.8% (multiplying .138 by 100) variation in teachers' pedagogical practices was explained by principals' supervisory activities of classroom visits. The remaining 86.2% was attributed to factors not tested in this model. The Analysis of Variance (Table 3) shows significance $F=59.691$ and $p<.05$. Since the p-value was less than the level of significant ($\alpha=.05$), the model was statistically significant in predicting the effect of independent variables. Regression Coefficient (Table 4) reveals that a unit increase in principal' classroom visitation resulted in a .896 increase in teachers' pedagogical practices ($p<.05$). Since the results indicated $p<.05$, the null hypothesis (H_0) that principals' classroom visitation does not significantly influence teachers' pedagogical practices was rejected. Therefore, the alternative hypothesis (H_a) that principals' classroom visitation significantly influences teachers' pedagogical practices was accepted.

In line with this finding, studies by Sekunda (2013), Paul et al. (2016) and Al Hosani (2015) also revealed that principals' activities of classroom visitation significantly affected teachers' pedagogical practices. These findings confirmed that principals' classroom visits significantly determine reformation of teachers' pedagogical practices. Implication of these findings for teaching and learning was that intensified and improved classroom visitation is likely to enhance teachers' instructions and students' learning. In this regard, principals of public secondary schools in Bauchi state should involve teachers in planning classroom visits. They should also increase procedural classroom visits as these processes will assist in motivating teachers to improve pedagogical practices. With the application of effective pedagogical

practices by teachers, the persistent dismal performance of students in national examinations may be remedied.

V. CONCLUSION

The study findings show that the majority of principals in public secondary schools in Bauchi state conduct classroom visitation more often by unscheduled visits (walk-throughs) than by formal arrangements.

Additionally, findings of this study revealed that most principals in public secondary schools in Bauchi state did not provide teachers with feedback on lesson observation. In other words, the post-observation conference was often neglected by many principals in public secondary schools.

The study also established that principals' classroom visitation has a positive and statistically significant effect on pedagogical practices of teachers in public secondary schools in Bauchi state, Nigeria.

VI. RECOMMENDATIONS

1. The Ministry of Education Bauchi should develop a comprehensive programme for in-service training and re-training for principals on classroom visitation techniques. Above all, the Ministry of Education Bauchi should set a minimum of a Bachelor's degree in Education as a pre-condition for appointment to the position of a principal. This will help to ensure that only academically and professionally qualified individuals were appointed as heads of public secondary schools.

2. It was found that classroom visits significantly influences pedagogical practices. Therefore, principals should endeavour to collaborate with their teachers in planning classroom visits and lesson observations. The arrangements should depict the procedure, requirements, and objectives of the exercise. This will assist to address the problem of the inconsistent nature of principals' supervision of instructions in which teachers were not involved. Principals should ensure that every classroom observation conducted was accompanied by immediate feedback to the teacher. The post-observation conference will enable the principals to acquaint the teacher with areas needing improvement in his instructions. This interaction should be collegial and non-evaluative.

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